

**EVALUATION OF LEARNING QUALITY ASSURANCE  
IMPLEMENTATION IN SMA MUHAMMADIYAH 2 YOGYAKARTA  
CLASS XI**

**UNDERGRADUATE THESIS**

This undergraduate thesis is submitted in partial fulfillment of the requirement to  
obtain the degree of Bachelor of Education in Faculty of Economics  
Yogyakarta State University



By:

Desi Arafatun Na'mah

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**INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM  
ACCOUNTING EDUCATION DEPARTMENT  
FACULTY OF ECONOMICS  
YOGYAKARTA STATE UNIVERSITY  
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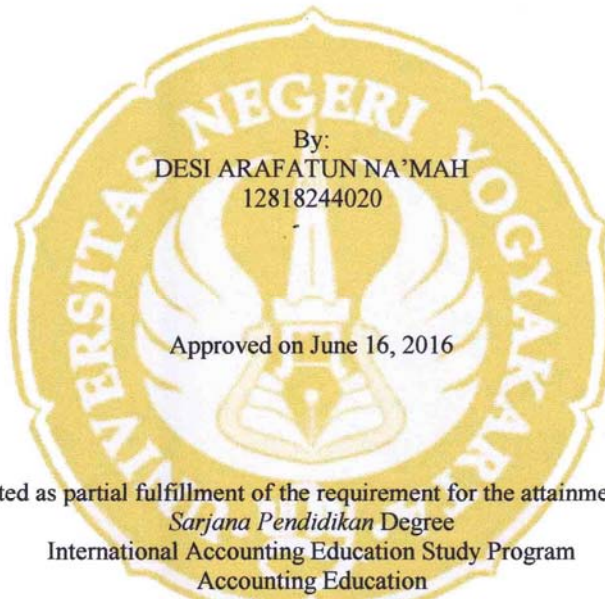
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By:  
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Approved on June 16, 2016

Presented as partial fulfillment of the requirement for the attainment of the  
*Sarjana Pendidikan* Degree  
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Accounting Education  
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## APPROVAL PAGE

### “EVALUATION OF LEARNING QUALITY ASSURANCE IMPLEMENTATION IN SMA MUHAMMADIYAH 2 YOGYAKARTA CLASS XI”

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Had been defended in front of the Examiner Team on June 16<sup>th</sup>, 2016 and had  
been successfully passed

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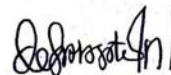
Faculty : Economics

Undergraduated Thesis Tittle : "EVALUATION OF LEARNING QUALITY  
ASSURANCE IMPLEMENTATION IN SMA  
MUHAMMADIYAH 2 YOGYAKARTA  
CLASS XI"

Hereby declare that this thesis is my own and original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedur of scientific writting.

Yogyakarta, May 31, 2016

The Author,



Desi Arafatun Na'mah

12818244020

## **MOTTO AND DEDICATION**

### **MOTTO**

“Hi people who believe, seek help (to God) and wait and pray, Allah is with those who are patient.” (QS. Al-Baqarah:153)

“He who travels the road seeking Allah will ease her way to heaven.” (Narrated by Muslim)

“The process drove the science it was bitter, but the sweetness of the honey in the end exceed.” (Hanum Salsabila)

### **DEDICATION**

Bismillahirrahmannirrahim, this is my final thesis assignment offer to:

1. My beloved parents, Hj. Siti Rochimah and Prof. Dr. H. Mundzirin Yusuf, M.Si., thank you for their endless love, support, and encouragement.
2. My brother and my sisters, Muhammad Bahauddin, S.E., Diana Fazat Rafi'ah, S.S., Fathma Romadloniyah, S.Si and Mar'atush Shalihah, M. Psi. Thank you for your support.
3. My sister-in-law, and my brothers-in-law, Maji Bunga Mei Wulandari, S.Pd., Agung Hepi Pitoyo, S.S. and Imam Bakhtiyar, S.Si. Thank you for your support.

**EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU  
PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2 YOGYAKARTA**

**Oleh:  
Desi Arafatun Na'mah  
12818244020**

**ABSTRAK**

*Penelitian ini bertujuan untuk mendeskripsikan dan mengkaji tentang Evaluasi Implementasi Kegiatan Penjaminan Mutu Pembelajaran yang dilihat dari segi upaya-upaya yang dilakukan untuk menjamin mutu pembelajaran, faktor pendukung dan faktor penghambat kegiatan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta.*

*Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subyek dalam penelitian ini adalah kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru kelas XI. Data dikumpulkan melalui metode observasi, wawancara dan dokumentasi.*

*Hasil penelitian menunjukkan bahwa (1) Upaya-upaya yang dilakukan SMA Muhammadiyah 2 Yogyakarta untuk menjamin mutu pembelajaran kelas XI adalah penyusunan perangkat pembelajaran, supervisi kelas, sistem manajemen mutu ISO 9001:2008, mengadakan workshop-workshop, evaluasi kegiatan pembelajaran, dan pemantauan proses pembelajaran oleh Kepala Sekolah. (2) Faktor yang mendukung implementasi kegiatan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta adalah fasilitas sekolah, keterlibatan guru dan peserta didik saat sedang melaksanakan proses pembelajaran ketika di kelas, pemberian motivasi atau teguran dari guru kepada siswa, koordinasi antara orang tua dari siswa kelas XI dengan pihak sekolah, rapat evaluasi antara kepala sekolah dengan komite sekolah, pertemuan rutin antara kepala sekolah SMA Muhammadiyah 2 Yogyakarta dengan Dikdasmen baik daerah atau wilayah. Faktor yang menghambat implementasi kegiatan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta adalah guru masih beranggapan bahwa guru merupakan sumber ilmu, masih ada guru yang kurang luas wawasannya dan belum mempersiapkan materi pelajaran dengan baik, guru masih kesulitan dalam membuat laporan hasil evaluasi hasil belajar, tidak terjadinya kerjasama dari wali kelas, BK, antar guru sesama guru, dan orang tua, walaupun sudah menggunakan kurikulum 2013 tetapi pada kenyataannya guru masih harus senantiasa memotivasi para siswa pada saat jam mata pelajaran berlangsung, sikap para siswa kelas XI yang tergantung pada guru yang mengajar, mata pelajaran, waktu pelajaran, serta adanya kecenderungan bermain HP ketika guru sedang melaksanakan pembelajaran di kelas.*

*Kata Kunci: Penjaminan Mutu, SMA Muhammadiyah 2 Yogyakarta*

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**ABSTRACT**

This research aims to describe and examine the evaluation of the implementation of the Quality Assurance of Learning Activities is seen in terms of the efforts made to ensure the quality of learning, supporting and restricting factors of quality assurance in activities learning at class XI in *SMA Muhammadiyah 2 Yogyakarta*.

This research uses qualitative descriptive approach. The subjects in this study were the principal, vice principal of curriculum, and teacher of Class XI. Data were collected through observations, interviews and documentation.

Results showed that (1) The efforts that *SMA Muhammadiyah 2 Yogyakarta* conducted to guarantee the quality of learning activities in class XI were preparation of the learning tools, supervision of class, quality management system ISO 9001:2008, convene a workshops, evaluation of the learning activities, and monitoring of the learning process by the school principal. (2) The factors that support the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* were the school facilities, involvement of teachers and learners while carrying out the learning process in the class, the encouragement and warning from teachers to students, coordination between the parents of class XI students with the school, the evaluation meeting with the school committee, regular meetings between the head of the *SMA Muhammadiyah 2 Yogyakarta* with Dikdasmen good area or region. Factors impeded the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* included the assumption of teachers that the teacher is a source of science, some teachers were lack of knowledge and did not prepare the learning material well when they teach in the class, teachers were not able to make evaluation reports for students, no coordination among classroom teachers, counseling teachers, teachers to teachers, and parents, although already using curriculum 2013 but in fact teachers still have to continuously encourage the students during the lesson, the students of class XI tend to see who is their teacher, what subjects, how many hours of lessons, and play mobile phone when teachers were teaching in the classroom.

Keywords: Quality Assurance, *SMA Muhammadiyah 2 Yogyakarta*



## FOREWORD

Alhamdulillah, I would like to thank Allah SwT the Almighty that has given me bless and guidance so this undergraduated thesis entitled “Evaluation of Learning Quality Assurance Implementation in *SMA Muhammadiyah 2 Yogyakarta* Class XI” has been finished. I realize that it would not have been possible without the support of many people. Therefore, i would like to express my deepest gratitude to the following:

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The author realizes that in the writing of this undergraduated thesis still has many shortcomings. Therefore the author expect criticism and suggestions that are built to improve this thesis. The late author's words say a lot of thanks and hope hopefully thesis is beneficial to all parties.

Yogyakarta, May 31, 2016

The Author,



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## **CHAPTER I INTRODUCTION**

### **A. Background to the Study**

It's a duty of our government to create quality of education for our nation, Indonesia. Hence, the government should continue to improve the quality of education in this country. Through the education, the community is capable of being erudite, having high competitiveness, and of course have noble moral. Education also contributes in developing this nation from time to time. Indonesia had, several times, sought to improve its education process through various national education targets formulation. One of the formulations is listed in 1945 Constitutional Laws on article 31 which state that:

1. Every citizen deserves to receive education;
2. Every citizen is obliged to join the basic education and the government is obliged to fund it; as well as
3. The government tends and holds a national educational system that increases faith and piety and noble attitude in order to educate the people.

According to Constitutional Laws No. 20 year 23 about national education system, the national education system itself need to be able to ensure the equity on educational opportunity, improve the quality to face the challenges in accordance with the demand of local, national, and global life change. Needs to be done planned, directed, and sustainable education renewals.

Schools and the government should continue to implement efforts to improve the quality of education in this country because education also contributes in developing our nation from one generation to the next. The Indonesian government has repeatedly tried to sort out the implementation of their education efforts, both the implementation of the curriculum as well as through quality guarantee.

Quality assurance in each school is expected to have a positive impact on school itself, improving the quality of education. Hence, schools as educational institutions must understand about how to run quality assurance efforts so the results can be used as the fundamental of improving the quality to achieve expected objectives. The assurance and increasing quality is not only the responsibility of schools itself, but also the responsibility of the whole community that need to be supported either by the central government, the provincial government, as well as the districts/towns government corresponding to each of their authorities.

The implementation of quality assurance in learning is supposed to be existed. Directly, the quality assurance will contribute in the quality development. The ability to implement the quality assurance is the most important factor in all the educational institutions because without the ability to implement the quality assurance, there will be no quality improvement attained.

The quality of learning is not only discussing about result, but also talks about the process of learning itself. Learning quality will be qualified if the



teaching learning process runs smoothly. So far, what stick in our society's mind is learning process will be said to be run smoothly when teachers and students are able to communicate well, have comfortable learning environment, and is supported by infrastructures that can support these teaching and learning process. When viewed from the results, the quality of learning is actually referring to achievement obtained by students and school for a given period of time. In addition, the capability of schools to produce best graduates is also showing the learning quality of the school because these graduates are the ones who will contribute on Indonesia's development.

Efforts of insurance and increasing the quality are difficult usually to be dismantled its linkage to the quality management. In regard to that, then it would be needed an effort to control the quality (quality control). Controls of the quality of learning are usually often faced with obstacles of the limited education means. Hence, it is also needed an attempt of quality control in the form of guarantees.

Evaluating the success of learning quality assurance activities is not sufficient only based on students learning assessments results as one of the products of learning process only, but a design and its implementation is needed in ensuring the quality of learning itself.

Besides the design and the implementation, thing to be observed here is the results achieved in the activities of learning process during school time. The results could refer on the short-term objectives as well as the long-term adjectives from school itself. The long-term goal is as vital as short-term goals,

because, usually this long-term goal will see how far the ability of students in implementing given competence during schools in daily life whether to solve personal problem and to solve problem in their surroundings.

Teachers play an important role in the learning process in schools. The main duty of a teacher is to plan and to implement the learning process and also held an evaluation to assess the results of the learning process activities that already conducted. By evaluating the learning quality assurance implementation activity at school, the result of the evaluation is expected to provide various information to the principal, vice principal of curriculum, all teachers particularly homeroom teacher of class XI, whether teachers have already mastered the established learning objectives and provide information towards the learner itself.

The problems raised by the researcher in *SMA Muhammadiyah 2* Yogyakarta is for the change of KTSP to Curriculum 2013, it caused the school's lack of readiness to conduct learning activities. As stated in the school's missions, one of which is to improve teachers' and staffs' professionalism and appreciation, but in fact, some teachers are not ready with their teaching materials when teaching and learning process is about to start. Also, some teachers still think that the only learning reference for students is them. On the other hand, the school is applying Curriculum 2013 in which students have to be involved to find out their potentials and teachers should realize that they are just facilitators for the students.

Besides, the school already has wifi connection, but they do not use it maximally. Moreover, the school is about to implement e-learning program, but because the wifi connection cannot reach all parts of the school building yet, the program has not been started.

In addition, the Evaluation of Learning Quality Assurance Implementation was never been held at class XI in *SMA Muhammadiyah 2 Yogyakarta*. Seeing the existence of those condition, then the researcher is interested in doing the Evaluation of Learning Quality Assurance Implementation Class XI in *SMA Muhammadiyah 2 Yogyakarta*. This research is used to see if the learning quality assurance implementation class XI in *SMA Muhammadiyah 2 Yogyakarta* has been running well that the achievement of learning objectives.

Looking at background the issue above, we need to conduct a research on evaluation of implementation activity of learning quality assurance in Senior High Schools, especially in *SMA Muhammadiyah 2 Yogyakarta* class XI.

## **B. Identification to the Problem**

Based on the background described above, writer identifies problems existed in this research as follows:

1. Some teachers did not prepare well for the teaching and learning process; therefore, the students were having difficulty in understanding the materials.

2. Some teachers still think that the only learning reference for students is them so that they dominate the learning process and did not give enough independency for learning to students.
3. The school already has wifi connection but they did not use it maximally, because the wifi connection couldn't reach all parts of the school building yet so that the e-learning program has not been started.

### **C. Limitation to the Problem**

In order to make this research more directed, and focused, this study focuses only on learning quality assurance in class XI as an evaluation of learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta* class XI. And it focused on that efforts what will do in improving of the learning quality assurance, the implementation of the learning quality assurance, and the factors that supporting and hampering the implementation of the learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta Class XI*.

### **D. Formulation of the Problem**

Formulation of problem is statement about problems that will be investigated to find the answers. Based on the background above, the formulation of problem are as follows:

1. What efforts made by *SMA Muhammadiyah 2 Yogyakarta* in improving the quality of learning class XI?
2. What are the factors supporting and hampering the implementation of the learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta Class XI*?

### **E. Study Objectives**

The study is aimed to search, gather, and obtain data that can provide information and the idea about implementation of the learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta* class XI. Hence, this study attempts to:

1. Understand the efforts being made by *SMA Muhammadiyah 2 Yogyakarta* class XI in improving the quality of learning;
2. Understand factors that support and hamper in the implementation of the learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta* class XI.

### **F. Significance of the Study**

A well conducted research will produce precise, detailed, and factual information that would give great benefits for the researcher and for others who read it. This research is expected to give benefits positive, they are as follows:

#### **a. Theoretical Benefits**

This research is expected to increase knowledge about education evaluation research related to learning quality assurance so that can be used in further research. the results of this study can be useful as advice and input to education, especially for schools.

#### **b. Practical Benefits**

##### **1. For Schools**

Give information and input in applying and evaluating activities of learning quality assurance in *SMA Muhammadiyah 2 Yogyakarta* class XI.

2. For Government

Help the government to solve the problems of education policy especially learning quality assurance in senior schools, especially in *SMA Muhammadiyah 2 Yogyakarta* class XI.

3. For Researcher

Improve understanding and mastery on learned subjects, and increase knowledge obtained during class about real problems found in the world of education.

## **CHAPTER II LITERATURE REVIEW**

### **A. Literary Review**

#### **1. Evaluation**

##### **a. Definition of Evaluation**

Evaluation is one of activities in improving the quality of, performance, or productivity of an institution in implementing programs. Through the evaluation, it will be obtained information about what have been achieved and which have not, then the information is used to repair a program. (Djemari Mardapi, 2004:19).

Evaluation is a process of giving consideration of marks and the meaning of something which are under consideration. Something which been considered can be people, objects, activities, condition, or a certain unity, based on to certain criteria in order to make it does not done haphazardly. Without clear criteria what is done is not a process that can be classified as evaluation. (H. S. Hamid Hasan, 1988: 13).

Evaluation is the process of determining the value of something based on certain criteria, which is within the process covered by the effort of finding out and collect required data/ information as the basis for determining the value of something who are the objects of evaluation, such as the, procedure, proposals, the way, approach, model of a work, outcomes of the program and others. (Nana Sudjana, 1988: 127)

Nana Syaodih (1994: 172) stated that evaluation was the broad, complex and continuous activity to know the process and the outcome of the implementation of an education system in achieving its objectives which have been determined.

*A Joint Committee on Standards for Evaluation* (Purwanto & Atwi Suparman, 1999:8) defines evaluation as a process of determining value or the effectiveness of an activity to make a decision.

Stufflebeam dan Shinkfield (in Eko Putro Widoyoko, 2011:3) stated that:

Evaluation is a process of providing information which can be used as consideration to determine prices and services (the worth and merit) from achieved the point, design, implementation and the impact to help make a decision, help accountability and increase understanding to phenomena. According to the formulation, the core of evaluation is the provision of information which can be used as consideration in decision-making.

Brinkerhoff (in Eko Putro Widoyoko, 2011:4) stated that:

Evaluation is a process that determines the extent to which the cause of education could be achieved. In the implementation of the evaluation there are seven elements to be done, such as 1) the determination of focus will be evaluated (focusing the evaluation), 2) formulation design evaluation (designing the evaluation), 3) the collection of information (collecting information), 4) the analysis and interpretation of information (analyzing and interpreting), 5) making a report (reporting information), 6) management of evaluation (managing evaluation), and 7) evaluation to evaluation (evaluating evaluation).



Ralph Tyler in Suharsimi Arikunto (2009:3) stated that Evaluation is a process of collecting data to determine how far, in terms of what, and where education goal has already been achieved.

From opinions above, it can be concluded that evaluation is activities of information gathering done systematically and continuously through a measurement to gather, describe, interpret, present information and to determine value or effectiveness for its use as a basic either to make a decision, formalizing policies, or formalizing next program or activities, and also used as consideration to make decisions. The purpose of an evaluation is to obtain accurate and unprejudiced information about a program or activities.

#### **b. Evaluation Models**

Models in evaluation are usually used to know how far the success of activities is done in order to obtain steps to fix or development of the activities.

Models evaluation is design of evaluation developed by evaluation experts, usually called equal to its maker or the evaluation steps. There are many models evaluation developed by experts, which are as follows:

##### **1) Tyler Model**

Conceptually emphasizes the evaluation process directly based on instructional goal that has been set at the same time as teaching preparation, the time when a teacher interacts with

students is the basic target in the process of learning. Learning is assessed as being successful, according to Tyler's supporters, when the students who are subjected to the process learning can reach the destinations which are being determined in the learning process.

Tyler's approach is principally stressed on the need of goals in the learning process. This approach is systematic, elegant, accurate, and internally having rational logical approach. Tyler's model is sharply differing between the concept of measurement and evaluation. According to Tyler, knowledge of the measurement and knowledge evaluation are separated and a process in which measurement is only one of several possibilities of ways to support the evaluation.

## 2) Stake's Model

Stake's models emphasizes on the implementation of two fundamental things, (1) description, and (2) judgment; and also differs three steps in evaluation program, (1) antecedents/ context, (2) transaction/ process, and (3) output-outcomes.

According to the Stake, while the Central elevators consider educational programs, they inevitably have to do two comparisons, they are:

- a. Comparing the condition of specific programs with evaluation results which occur in other programs, with the same target object.

- b. Comparing the results of the implementation of the conditions of the program with the standards presented for the program in question, based on the objectives that will be achieved.

So, this Stake model in the Indonesian language is called as name description considerations (Arikunto & Jabar, 2009:43-44).

### 3) Free-of-Goal Evaluation Model

To do the evaluation with the free of goal model, evaluators need to produce two items of information, namely 1) assessment on the real influence (actual effects), and 2) the assessment of the rated to be requirements profile. If a product has an influence that can be shown in the real and responsive to a requirement, this means that the product is planned positively useful and need to be developed; and interpretations to the contrary occurs, if a product, including teaching and learning activities, has no real influence on the students. The free model is the destination point of the development of the evaluation program, in which the objects evaluated are not necessary in connection with any of the object or the subject, but directly to the implications of the existence of the program whether or not the object is useful on the basis of existing needs assessment.

#### 4) CIPP Model (*Context, Input, Process, and Product*)

CIPP model is the work of team of researchers, who are members of an organization Committee of Phi Delta Kappa USA, who was chaired by Daniel Stuffle – Beam. This evaluation model is the model that is most widely known and applied by the evaluators. Evaluation of model CIPP also includes models that are not too stressed on the purpose of a program. This CIPP model includes four evaluation focuses, namely as follows:

- a. Context evaluation, is a depiction and specifications about the environment of the program or activity, the needs have not been met, the characteristics of the population and the sample of individuals who are served and the purpose of the program or activity. Evaluation context help plan decisions, determine the needs that would be achieved by programs or activities and formulate the goal of the program or activity.
- b. Input evaluation, help organize a decision, determine the sources that there are alternative, what to take, what plans and strategies to achieve the goal, how procedures work to achieve it. The information collected during the assessment phase should be used to determine the source and strategies within the limitations and obstacles that exist.
- c. Process evaluation is used to detect or predict the draft procedures or the draft implementation during implementation

stage, providing information for the decision of the program or activity and as recordings or archive procedure has taken place. Basically the evaluation process to find out the extent to which the plan has been implemented and what needs to be fixed.

- d. Product evaluation is the assessment conducted to measure its success in achievement of the goals that have been set. From the results of the evaluation process is expected to help teachers to make informed decisions regarding the continuance, modification or end of a program or activity, because the resulting data will largely determine whether the program or activity continues, modified, or terminated (Widoyoko, 2011:181-183).

##### 5) Connoisseurship/ Expert Model

Expert model is proposed by Esner in 1975. This expert model using data collection, analysis, and interpretation of the data takes place inside the mind of the decision maker. This process occurs, when the decision goes in the brain the decision maker based on a model that he has internalized the organizers based on training and experience. Esner formulations were derived from the twin concept, namely 1) concept of educational experts, and 2) the concept of critique of education. Both the twin concept is borrowed from the domain limit criticism of the artist who equates between education of employment practices and of artists.

### **c. Evaluators' Requirements**

According to Suharsimi Arikunto and Cepi Safruddin Abdul Jabar (2009:22-23) to be evaluators, one must meet the following requirements:

- 1) Able to carry out, the first requirement to be met by the evaluators was that they should have the ability to carry out the evaluation supported by the theory and skills practice.
- 2) Carefully, can see the cracks and details of the program or activity as well as part of the program or activity that will be evaluated.
- 3) Objective, not easily influenced by his personal wishes, in order to collect data in accordance with the circumstances, further able to take conclusions as provided by existing provisions.
- 4) Patiently and diligently, so that in carrying out the task starts from making the design activities in the form of drafting proposals, drafting instruments, collect data, and drafting reports, no rash and hasty.
- 5) Carefully and responsibly, that do the job evaluation with full consideration, but if there are still errors made, daring risk over all his mistakes.

## **2. Quality Assurance**

### **a. Quality Assurance Definition**

According to Suparlan (2005:178) Quality Assurance is the act of guaranteeing the quality that put more emphasis on process issues. In

terms of carrying out the assignment process and the fulfillment of the quality management standards consistently and sustainably so that consumers, manufacturers and other parties interested parties gain satisfaction.

From this definition there are three things that need to be made clear, first about the guarantee, both about the quality and the third about the work done in order to guarantee the quality can be realized. The first thing i.e. about underwriting, originating from the word *jamin* which means responsibility and if the given prefix-pen and suffix-an (Indonesian terms) will have the sense of bearing. And can be given a sense of responsibility to the trust given by a person against another person in order that interested parties sated (Pius Partanto & Dahlan al-Barry, 1994:283).

In order to make it more specific, then the second thing about quality score will be described in detail, because usually someone hard to explain the meaning of quality itself, which is usually associated with an expensive, good stuff and branded. But one thing we can believe in, namely that it is a quality that distinguishes between good and vice versa.

According to Jerome s. Arcaro (2007:75) quality is a structured process to correct the output generated and based on the positive efforts undertaken of individuals. So each individual has a very important role in producing something.

The term quality is also interpreted as a thorough overview and characteristics of goods or services who showed his ability to satisfy the specified or implied needs (Nevizond, 1997:1) in terms of what is given in accordance with the needs of users and reliable.

Edward Sallis (2007:19) stated that quality is a dynamic idea, while, a rigid definition is not at all helpful. Thus he defines quality in the two concepts, namely the concepts of absolute and relative concept.

According to Usman Husaini (2009) quality has 13 characteristics as follows:

- 1) Performance: with regard to the functional aspects of the school.  
For example: the performance of the teacher in teaching either, provide convincing explanation, healthy and industrious teaching, or preparing learning materials. A good school's administrative and educational service is indicated by the high grade of learning results, many graduates, less of dropouts, and many students graduated on time. Due to the good performance then that school became a school favorite.
- 2) Reasonable time: finishes on a reasonable time. For example: starting and ending lessons on time. The right time for tests. The deadline for home work. Reasonable time for teachers promoted.
- 3) Reliable: the age of excellent service lasting for long time. For example: excellent service which is provided by the school is remain the same through years, the quality of the school remain



from year to year. As a favorite school lasts from year to year. The school became a particular defending champion from year to year. Teachers rarely sick. The hard work teachers remain the same from year to year.

- 4) Durability: hardiness. For example: despite the monetary crisis, the school still remains, it is not closed. Learners and teachers did not despair and always healthy.
- 5) Wonderful. For example: the exterior and interior of the school are laid out interestingly. Garden planted with flowers and well maintained. Teachers create educational media. School's family looks neat.
- 6) Human Relations: upholding moral values and professionalism. For example: school family are full of mutual respect, both internal and external school's family, democratic, and appreciate the professionalism.
- 7) Easy usage: infrastructure used. For example: school rules are easy to implement. School's library books borrowed and returned on time. Teacher in the classroom is easy to understand the learners. Test questions are easy to understand. Demonstrations are easy to be implemented by learners.
- 8) Special form: a particular advantage. For example: there is an excellent school whose almost all graduates are received at the University. Excel with their English. Superior with the mastery of

information and technology (computerization). Other ones are superior scientific work, arts or sport.

- 9) Certain standards: meets certain standards. For example: schools already meet the minimum service Standards (SPM), schools already meet the minimum standards of the national exam or schools already meet the ISO 9001:2000 or schools already meet the TOEFL with a score of 450.
- 10) Consistency: consistency, constant, or stable. For example: the quality of the school from the first till now is not decreasing as should the participants reached a good mark by school helps (not the real mark). School's family is consistent between the words with deeds. When saying no lie, when promising the promises kept, and if it is believed to not betray.
- 11) Uniforms: without variation, not mixed. For example: school uniforms the school clothes and department clothing. Carry out the school rules, not indiscriminate or favoritism.
- 12) Able to serve: able to give excellent service. For example: the school provides suggestions and advices boxes that are able to be filled with its best. The school is able to provide its prime services to customers of the school so that all customers are satisfied.
- 13) Precision: the precision in the service. For example: the school is able to provide service in accordance with the customer's desire, teachers are not wrong in judging the participants. All the citizens

of the school work meticulously. Learning hour in school takes place on time.

Educational institution is a production organization that produces educational services purchased by the consumer; the consumer is mainly are the student or college students. But beside that, there are still many other consumers. If the manufacturer is not able to market its product, in this case educational services, it is probably caused by the quality is not acceptable to consumers, provide no additional matter to private individuals, or service is not satisfactory. Then the product services offered will not sell. As a consequence, it will retreat and the educational institutions devotee does not exist so that educational institutions are closed. When the institution is closed because of the inability of the managers, then it would cause a disaster on a society (Buchari Alma, 2008:13). View of the importance of the quality and the large number of demands from the public, then the Government issued law No. 20/2003 on the national education system that includes about quality assurance which is stated in article 35 paragraphs 3.

Quality assurance is a way of producing products that are free from defects and faults as well as meet the product specifications consistently or produce a product which is always good since the beginning (right first time every time) and made to satisfy its customers. According to experts, quality assurance is a program to

undertake monitoring, evaluation and corrective action as a continuous and systematic refinement so that interested parties gain satisfaction.

#### **b. Steps of Quality Assurance**

Quality assurance steps as efforts to ensure and to improve the quality of upper secondary schools are indispensable; in this case there are a few steps in performing quality assurance, which are: (1) standard designation (2) the implementation and monitoring (3) self-evaluation (4) quality improvement.

##### **1) Standard Designation**

In PP No. 19 of 2005 about National Education Standards set 8 scope of education standards, which include:

- a. Content Standards; is the scope of the material and level of competence which is poured in the criteria about the graduate competence, competence study material subjects and syllabus of learning that must be met by learners at every level and type of education.
- b. Process standards; is education standards with regard to the implementation of learning on one unit of education to achieve graduates' standard of competency.
- c. Graduates standards of competence; is graduates' ability qualifications include attitudes, knowledge and skills.

- d. Standards of educators and educational personnel; is the criteria of pre-office education and the feasibility of physical or mental, as well as in office education.
- e. Standards of facilities and infrastructure; is education standards relating to minimum criteria about study room, place of sport, places of worship, libraries, laboratories, workshop, play area, a place of leisure and recreation, as well as other necessary learning resources to support the learning process, including the use of information and communication technology.
- f. Standards of Management; is education standards with regard to planning, implementation, and supervision of educational activities at the educational unit level, district/city, province, or national in order to achieve the efficiency and effectiveness of the implementation of education.
- g. Financing Standards; is a standard set of components and magnitude of the educational unit operating costs which are valid for one year.
- h. Standards of assessment of education; is national standards of education related to the mechanisms, procedures and instruments of learning outcomes assessment of learners.

### 3. Learning Process

#### a. Definition of Learning Process

The term learning in science of education is often referred to teaching or teaching and learning. In English, they are called *teaching* or *teaching and learning*.

Learning in article 1 grain 20 ACT No. 20 of 2003 on the National Education System is the process of interaction with educators, learners, and learning resources in a learning environment.

Learning is a preparation that is prepared by teachers in order to attract and provide information to students, so that with preparation designed by teachers can help students in the face of the goal (Dimiyati dan Mudjiono, 2009:7).

Learning is an effort undertaken by a person or teacher educators to make students study (Team Developer MKDP curriculum and learning, 2011:128).

While the definition of learning according to Oemar Hamalik (2005:57) is a composed combination include elements of human, material, facilities, equipment, and procedures that interplay achieve learning objectives.

From some sense according to experts it can be concluded that learning is a process of interaction between teachers and learners which contains a variety of activities which aims in occurrence of the learning process (behavior change) on learners. Activities in the learning process

are basically very complex. But at its core, include activities of messages delivery (knowledge, values, and skills) to the learners, the creation of conducive environment for educational and learning process, learners and empowerment learners' potential through interaction behavior of educators and learners, where the entire act was implemented gradually. (Zainal Arifin Ahmad, 2012:12).

#### **b. Steps of Learning Process**

Learning as a activity process consists three phases or stages. Phases of learning process include: planning stages, implementation stages and stages of an evaluation. As for the stages of all three of these will be addressed as follows:

##### **1) The planning stages**

A good learning activity always starts from a mature plan. Careful planning will show optimal results in learning. Planning is the process of preparing something that will be implemented to achieve the objectives that have been determined. Implementation of the planning can be drawn up based on the needs of a specific term in accordance with the wishes of the planning manufacturer. But the more important thing is that planning should be implemented easily and right on target. Similarly, with the planning of learning which should correspond to the target of education. The teacher as the subject in the planning of learning should be able to compile various teaching programs appropriate to approaches and

methods that will be in use in the context of decentralization of education as the embodiment of equitable educational outcomes of quality standard of competence required for subjects who can be accounted for in the context of local, national and global.

The planning of learning is activities of setting the learning's goal, preparation of learning materials and learning resources, learning media election, elections of approaches and learning strategies, learning environment settings, designing learning outcomes assessment systems as well as the design of the learning procedure in order to guide the learners in the learning process, all of which were based on the idea of the principles of proper learning (Ahmad, 2012:33).

A good learning plan needs to be grounded by an insight into the principles of the occurrence of the learning process. Mismatch between the learning processes with the principles of the learning process occurrence will result in failure or even give rise to situations that are counterproductive. Instead, the suitability between the learning process with the principle of learning or the occurrence of a behavior change will facilitate the achievement of learning objectives, i.e. the occurrence of the desired behavior change (Ahmad, 2012:14).

The planning of learning made or prepared not just to meet the completeness of the administration as educators. But it is an



integral part of the process of professional work, so it serves as a clear direction and guidance in the implementation of learning activities to achieve the goal of education. The plannings of learning arranged by teachers are listed in the syllabus and Learning implementation plan (RPP). In planning for a good learning, a teacher must have competence ability, as follows: (1) being able to describe the purpose of the learning competence; (2) being able to select or determine the matter; (3) able to organize the subject matter; (4) is able to determine the methods or learning strategies; (5) able to determine learning resources/media/learning props; (6) are capable of putting together a learning assessment device; (7) was able to determine assessment techniques; and (8) are able to allocate the time of learning with good (Majid, 2011:7).

## 2) Stages of learning process implementation

This stage is the stage of implementation of planning design stages that has been made by teachers. The nature of operational activities is the implementation phase of the learning itself. In this stage, teachers conduct teaching-learning interaction through the application of various methods and techniques of learning strategies, as well as the utilization of a set of media.

In Permendiknas No. 41 in 2007 about the processing standards explained that the terms of implementation of the learning process, including:

a. The maximum number of learners per groups of study for senior high schools is 32 students.

b. A minimum workload of teachers

Teachers' workload includes the principal activities, namely learning plan learning, implementing, assessing learning outcomes, guide and train the learners, as well as carry out additional tasks.

c. Textbook lessons

d. Management of class

- 1) Teachers arrange seating according to the characteristics of the learners and subjects, as well as the learning activity to be performed;
- 2) Volume and intonation of the voice teachers in the learning process should be able to be heard by the students;
- 3) The words teacher said are polite and understandable by learners;
- 4) The teacher adapts the subject matter with speed and study skills learners;
- 5) Teachers appreciate the opinion of learners;
- 6) Teacher created the order, discipline, comfort, safety, and decision on the rules in implementing the learning process;

- 7) Teacher gives reinforcement and feedback on your responses and the results of the study the learners during the learning process takes place;
- 8) Teachers to wear clothes that are courteous, clean, and neat;
- 9) At the beginning of each semester, teachers convey the syllabus subjects are; as well as
- 10) Start and end Teacher learning process in accordance with the scheduled time.

In this process, there are several aspects that must be considered by a teacher, among which are the following:

a. The aspects of approach in learning

Approach to learning is formed by conception, insightful theoretic and theoretical assumptions teacher mastered about the nature of learning. Given the approach to learning is based on aspects of each component of learning, then, in any learning, will be covered by the use of a number of approaches simultaneously. Therefore, approaches within each unit of study will be a multiple approach.

b. Aspects of strategy and tactics in learning

Learning as a process, in its actualization, implicits the existence of a strategy. Strategies related to the realization of the process of learning itself. Learning strategy takes the form of a number of actions that are done by teacher who votes

strategically to actualize the learning process. Related to the implementation of the strategy is to study tactics. Tactics of learning related to technical actions to execute the strategy. To implement the strategy required technical tips, so that the strategic value of any activities by teacher-student processed can be realized. Technical tips are formed in the procedural action. Technical procedural tips from each activity in teacher-student class is called the learning tactics. In other words, learning tactics are tactics technical procedural nature of actions of teachers and students in actual classroom learning.

c. Aspects of the methods and techniques in the learning

Method is part of a number of strategic actions that concern about the way how the interaction of learning done. The method judged from its function is a set way to do the learning activity. There are several ways of doing a learning activity, for example by lecturing, discuss, work groups, simulations and others. Each method has the technical aspect in its use. The technical aspects of that question are the styles and variations of each implementation method of learning.

1. The procedure of Learning

Learning process from its continuity occurred in the form of a series of events that goes gradually. Learning activities are taking place from one stage to the next stage,

then, it will form a pattern of consistency. A consistent stage of learning in the form of process of learning pattern is the learning procedure.

Implementation of learning is the implementation of the learning implementation plan (RPP). In carrying out the activities/learning process, a teacher must have ability as follows: (1) being able to open the lesson; (2) is capable of presenting the material; (3) able to use the media/methods; (4) are able to use props; (5) are able to use the discussion of the communicative; (6) are capable of motivating learners; (7) capable of organizing the learning activities; (8) are able to interact with learners in communicative; (9) are able to conclude the study; (10) are able to provide feedback; (11) are able to carry out the assessment of learning; and (12) are able to use the time everything possible (Majid, 2011:7).

This implementation of study includes preliminary activities, the core activities and activities cover. For more details about the implementation of the study are as follows:

a. Preliminary Activities

In the preliminary activities, the teacher:

- 1) Prepare students psychologically and physically to follow the learning process;
- 2) Ask questions that relate to prior knowledge with the material to be studied;
- 3) Explains the basic competencies or learning objectives that will be achieved;
- 4) Convey the scope of material and penjelasanuraian activities of appropriate syllabus.

b. Core Activities

The implementation of core activities is the process of learning to achieve the basic competences which are done interactively, inspiringly, fun, challenging, motivating learners to participate actively, as well as providing enough room for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of learners.

Core activities use methods that are adapted to the characteristics of the learners and subjects, which may include exploration process, elaboration, and confirm.

1. Exploration Activities

In exploration activity, teacher:

- a. Engage the learners find extensive and deep information about the topic/theme of the material to be learned by applying the principle of nature so teachers learn from various sources;
- b. Using a variety of learning approaches, media, learning and other learning resources;
- c. Facilitate the occurrence of interactions between learners and between learners and teachers, environments, and other learning resources;
- d. Involve students actively in every learning activities; and
- e. Facilitates learners to experiment in the laboratory, studio, or field.

## 2. Elaborations

In the activity elaborations, the teacher:

- a. Familiarize learners to read and write varied through certain tasks which are meaningful;
- b. Facilitating learners through giving tasks, discussions, and others to come up with a new idea of whether oral or written;
- c. Provide an opportunity to think, analyze, solve problems, and act without fear;

- d. Facilitate learners in cooperative and collaborative learning;
- e. Facilitate learners competed healthily to improve learning achievement;
- f. Facilitate learners make exploration reports done either verbal or written, are individual/group;
- g. Facilitate learners to present variations; individual and group work;
- h. Facilitate learners do exhibitions, tournaments, festivals, as well as the resulting product;
- i. Facilitate the learners do the activity that fosters the pride and confidence learners.

### 3. Confirmation

In the confirmation activities, teacher:

- a. Provide feedback and positive reinforcement in the form of oral, writing, gestures, or gifts towards the success of learners,
- b. Provide confirmation results of elaboration and exploration against learners through various sources,
- c. Facilitate the learners to do the reflection to obtain the experience of learning which has been done,



d. Facilitates learners to gain meaningful experience in achieving basic competence:

- 1) Serves as a resource and facilitator in answering question learners who face adversity, using raw and true language;
- 2) Help resolve problems;
- 3) Gives a reference so that learners can do the checking of the results of the exploration;
- 4) Gives information for further exploration;
- 5) Motivating the learners who lack or have not participated actively.

c. Closing

In closing activity, teachers:

- 1) Together with the students and/or myself make the summary/conclusions lessons learned;
- 2) Performs the assessment and/or reflection towards activities that have been consistently and programmed conducted;
- 3) Gives feedback on the process and learning outcomes;
- 4) Plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or give the task of both individual and group

tasks in accordance with the results of the learning learners;

5) Deliver a plan of learning for the next meeting.

### 3) Evaluation Stage/assessment of learning outcomes

The purpose of education is planned behavior change can be achieved through a process of teaching and learning. The results of the study are the results achieved from the teaching and learning process in accordance with the purpose of education. The results of the study measured to know the objectives achievement of the education so that the results of the study should be in accordance with the purpose of education (Purwanto, 2009:54).

The assessment conducted by the teachers towards learning outcomes is used to measure the level of achievement of competence of learners, as well as used as an ingredient for preparing the progress report on the results of the study, and improve the learning process. The assessment is done consistently, systematically, and programmed by using a test and non-test in the form of written or oral observations, measurement performance, attitude, the assessment of the work in the form of assignments, projects and/or products, portfolio, and self-assessment.

On substance, evaluation is an activity to measure the occurred change in behavior. At this stage the teacher is doing the assessment activities over the learning process that has been done.

Evaluation is a tool for measuring the goal achievement. With evaluation, quantity and quality achievement of the learning objectives could be measured. Instead, because of the evaluation is used as a tool to measure goal achievement, then the measurement of planning and development is the goal of learning.

Evaluation serves as a measurement tool to assess learning outcomes as well as reciprocal feedback in the improvement process of learning, meaning that the learning process that has been undertaken, if there is lacks it will seen after making the assessment, the process of learning will further restructure in mastering the material provided at the time the learning process takes place. Evaluation of learning (learning outcomes assessment) consists of assessment of learning (before, during, and after the study), the assessment of the behaviour of students in learning, as well as the results of the learning itself.

Student assessment is one important component in learning which also should be planned. This means that the measuring instrument or the instrument of student assessment needs to be prepared first before learning process is done. In general, the purpose of the study evaluation is to know the effectiveness of the learning process that has been implemented. Drafting instrument of student assessment at the beginning, and not after the learning process finished, will work to clarify the direction of learning.

Student assessment includes the level of students' mastery against the learning objectives, both General and special purposes, both aspects of cognitive, psychomotor or affective (Ahmad, 2012:105).

In the evaluation/assessment of learners' learning outcomes, a teacher must have the following capabilities: (1) being able to choose a question based on difficulty level; (2) is capable of selecting reserved based on the level of distinction; (3) able to correct the problem that is not valid; (4) are able to check the answer; (5) are able to classify learning outcomes; (6) able to cultivate learning outcomes; (7) are able to make interpretations of the trend assessment results; (8) was able to determine the correlation between the reserved based on the results of the assessment; (9) are able to identify the level of variation results assessment; and (10) are able to conclude from the results of the assessment are clearly and logically (Majid, 2011:7).

### **c. Learning Components**

The learning component is a collection of some of the items that are related to other satusama which is the important thing in the process of teaching and learning. According to Suyanto and Djihad Hisham (2010:81), the learning components must be able to interact and form an interconnected system, so that it is able to create a qualified learning. The learning components are:

## 1. Learning Objectives

Learning objectives constitute a target to be achieved, by the learning activities. The purpose of this study is a destination in an effort reach other higher level destinations, i.e. the purpose of education and national development goals. Starting from learning objectives (general and specific), the goals are laid in levels, accumulate, and work together to reach a higher level objective, namely to build human (learners) corresponding what they aspired to (Team Developer MKDP Curriculum and Learning, 2011:148).

## 2. The National Education Goals

The purpose of education is common goal and often referred to by the national education goals. The purpose of this education is a long-term goal to be achieved and are based on the philosophy of the State (Indonesia based on Pancasila).

Based On The ACT. No. 20 of 2003 on the national education system, the purpose of national education (Indonesia) was the intellectual life of the nation and develop person the whole, namely human with quality and piety towards Almighty God and ethical sublime, have knowledge and skills, physical and spiritual health, a steady and self-sufficient personality, and sense of responsibility of civic and nationality.

### 3. Institutional Goals

Institution goal is the goal to be achieved by any school or educational institution. This institutional purpose is the elaboration of educational purposes in accordance with the type and nature of the school or institution. Therefore, any school or educational institution has its own institutional purposes. Unlike the national educational goals, the institutional goals are more concrete. This institutional purpose can be seen in the curriculum of each institution (Team Developer MKDP Curriculum and Learning, 2011:149).

### 4. Curricular Objectives

Curricular objectives are the goal to be achieved by each field of study. This goal can be seen from GBPP (the outlines of the program of instruction) of field of every study. The objective is the elaboration of curricular institutional goals, so the accumulation of each curricular objectives this would describe the institutional goals. (Team Developer MKDP Curriculum and Learning, 2011:149).

### 5. The Instructional/Learning Goal

Instructional goal is a goal to be achieved from each instructional or learning activities (Team Developer MKDP Curriculum and Learning, 2011:150). These goals are often distinguished into two parts, namely:

a. The General Instructional/learning Objectives

The general objective is instructional learning which is still common and have not been able to describe more specific behavior. This general instructional goal can be seen from every subject of a field of study within GBPP.

b. The Specific Instructional/learning Objectives

The specific instructional objectives are the learning stage of instructional purposes in common. This purpose formulated by the teacher with the intention of enabling public such instructional goals can be more easily measured and dispesifikkan level ketercapaiannya.

6. Teachers or educators

In article 1 grain 6 ACT Number 20 in 2003 about the Sisdiknas, educators are educational personnel qualified as teachers, professors, counselors, learning teachers, widyasarana, tutors, instructors, facilitators, and other terms that suit his mastery which also play a role in education. Whereas in article 1 grain 1 ACT No. 14 of 2005 about the teachers and professors stated that the teacher is a professional educator with the main task of educating, teaching, guiding, train, assess and evaluate learners in the early childhood education path of formal education, primary education and secondary education. Teachers occupy key positions and strategic in creating a conducive learning atmosphere and fun

to drive students to achieve the goal of optimally. For that, the teacher should be able to put him/her self as disseminator, informant, transmitter, transformer, organizer, motivator, facilitator, and evaluator for the creation of the learning process of students a dynamic and innovative.

#### 7. Learners

In article 1 grain 4 ACT Number 8 of 2003 about Sisdiknas, learners are members of the public who try to develop themselves through the process of learning that are available on specific line, level and education. The successful achievement of the learning objectives depends a lot on the readiness and the way learning is done students, it is the underlying teaching and learning activities.

#### 8. Learning Materials

Learning material is basically the "contents" of the curriculum, namely in the form of a subject or field of study together with its topic/sub topic and details (Team Developer MKDP Curriculum and Learning, 2011:152). When specified, the content of the curriculum or study materials that can be categorized into six types: facts, concept/theory, principles, processes, and values, as well as skills.

- a. The fact is something that has happened or have experienced/done, could be either the object or the state of things.



- b. Concept/theory is an idea or a common understanding, a set of statements that describe the system or a series of facts, in which the statement should combines, universal, and forecasting.
- c. The principle of a rules/rules for doing something, or basic truth as a starting point for thinking.
- d. The process is a series of movements, changes, developments or a way/procedure to perform operationally.
- e. Value is a pattern, the size of the norm, or a type/model. He is related to knowledge of the truth that is common.
- f. skill is an ability to do something both in the sense of physical or mental (Supriadie, 1994:3).

The teacher's task here is to select and develop learning materials. In choosing learning materials, teachers may consider the following criteria: the relevance of (psychological and sociological), complexity, scientific/rational, functional, up to date and comprehensive/balance. Whereas the development of the learning materials themselves can be composed by using a sequence of learning materials that can be done in various ways, namely: sequence, chronological, causal sequence, a sequence of logical sequence and structural, psychological, spiral sequence, and the other (more details/information can be seen in Sukmadinata, 1997:105-107).

In the development and utilization of learning materials, the teacher can do it in two ways, namely by design resources, i.e. the learning resources that are designed and developed for the sake of learning, and resources by utilization, i.e. the learning resources that are found in the surrounding environment that can be used and exploited for the sake of learning.

#### 9. Learning Method

Learning method is a way of presenting (outlines of the material, giving an example and giving exercises) content of study to students to achieve a particular goal. Not every learning method suitable to be used in a specific learning goal. Therefore as a teacher must be able to choose the method that suits the purpose to be achieved. There are a variety of learning methods, i.e., methods of discussions, lectures, demonstration methods, methods of independent study, method of simulation, method of exercise with friends, the case study method, method of teaching projects. In learning activities teachers can use more than one method, in order to vary the method in learning.

#### 10. Media Learning

Media word is derived from Latin and is the plural form of "medium" which literally means the mediator or porter. So the media is an intermediary or a messenger from the sender to the

recipient of the message. Learning media is software or hardware that serve as learning tools or learning helper tool.

#### 11. The Evaluation of Learning

There are three things that are inter-related in the activities of the evaluation of learning i.e. the evaluation, measurement, and test. Those three terms is often misinterpreted so its meaning and its position are not sure defined. Then the measurement is a process that generates the image of the form of the figures regarding the levels of specific traits that are owned by individuals (students). While the test is a tool or a systematic procedure to measure a sample of behavior (Team Developer MKDP Curriculum and Learning, 2011:165). The components of the evaluation aimed to assess the achievement of the objectives that have been determined. The result of the evaluation of the activities can be used as feedback to carry out the improvements in learning activities related to the material used, choice of media, teaching approaches, and methods in learning. Permendiknas No. 41 in 2007 on standard process stated that the evaluation of the learning process is carried out to determine the overall quality of learning, covering the planning stages of learning, implementation poses the learning process, and assessment of learning outcomes.

## B. Relevant Research

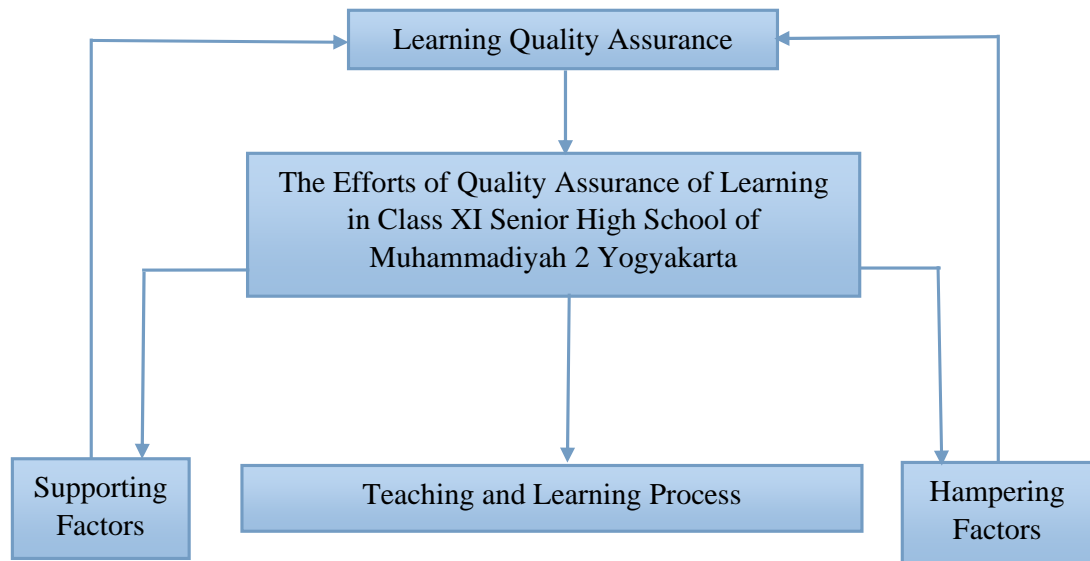
1. Relevant previous research results that correspond to the research is research conducted by Tyas Tikha Oktafiana (2013) under the title "Implementasi Program Penjaminan Mutu Pembelajaran di SMPN 1 Bantul". The methods used in this research is qualitative method. This study aims to describe the implementation of a quality assurance program of learning in *SMPN 1 Bantul*, endowments factor as well as restricting factors in the implementation of a quality assurance program of learning, and the efforts of Bantul Junior High School in improving quality. The equation of this research with the research that will be done by researchers are examining about quality assurance of learning. The technique of collecting data used in the study through observation, interviews, and documentation. The difference in this research with the research that the researcher will do is located on site. The location in this research was in *SMPN 1 Bantul*, whereas research that will be done is a researcher in *SMA Muhammadiyah 2 Yogyakarta*.
2. In addition to previous relevant research results that correspond to the research is research conducted Jansanaris Farhanti Soska (2014) with the title "Kebijakan Mutu di Sekolah SD Muhammadiyah Suronatan Yogyakarta". The methods used in this research is qualitative method. This study aims to describe the implementation of a quality policy in the *SD Muhammadiyah Suronatan Yogyakarta* factor endowments as well as restricting factors in the implementation of the quality policy at *SD*

Muhammadiyah Suronatan Yogyakarta, and solutions in overcoming constraints implementation of the quality policy at *SD Muhammadiyah Suronatan Yogyakarta*. The equation of this research with the research that will be conducted by the same researchers are examining about quality. The technique of collecting data used in the study through observation, interviews, and documentation. The difference in this research with the research that the researcher will do is located on site. The location in this research is the in *SD Muhammadiyah Suronatan Yogyakarta*, while research that will be done is researcher in *SMA Muhammadiyah 2 Yogyakarta*.

### **C. Conceptual Framework**

Law No. 20 of 2003 on National Education System emphasizes on improving learning quality assurance. In the quality of learning include inputs, processes, and outputs of learning. Quality assurance of learning input consists of the input, the input of the human resources, the provision of infrastructures in schools, competency and professionalism of teachers, and the provision of learning materials in schools. Quality assurance of learning input will this affect teaching and learning activities in school. Quality assurance in the process of learning include the child's learning style, teaching and learning methods, and mastery of the material by the teacher. Output in the quality policy in the school is the result of the process of teaching and learning (academic and non academic), service, and satisfaction toward the school.

From the input and the learning process will be found an inhibitor or constraints factors. In addition, in the evaluation of the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2* Yogyakarta also has factors that support the implementation of the quality assurance of learning activities. A complete overview about the framework of thought this research as presented as follows:



**Picture 1. Conceptual Framework**

#### **D. Research Questions**

Research questions guidelines based on the outline of the problem and the frame of the above is as follows:

1. What efforts are being made by SMA Muhammadiyah 2 Yogyakarta did to guarantee the quality of learning in class XI?

2. What is the factors that support and impede the implementation of quality assurance activities learning class XI in *SMA Muhammadiyah 2 Yogyakarta*?
  - a. What are the internal factors that support the implementation of quality assurance activities learning class XI in *SMA Muhammadiyah 2 Yogyakarta*?
  - b. What are the external factors that support the implementation of quality assurance activities learning class XI in *SMA Muhammadiyah 2 Yogyakarta*?
  - c. What are the internal factors that impede the implementation of the quality assurance activities of learning class XI in *SMA Muhammadiyah 2 Yogyakarta*?
  - d. What are the external factors that impede the implementation of the quality assurance activities of learning class XI in *SMA Muhammadiyah 2 Yogyakarta*?

## **CHAPTER III RESEARCH METHOD**

### **A. Type of Research**

The nature of the research is qualitative research to obtain data about the efforts done *SMA Muhammadiyah 2 Yogyakarta* in ensuring the learning quality of class XI and factors that support and/or restrict the learning quality assurance of Class XI. In the study, it was conducted interviews to get the data from the field in the form of a verbal accord with the actual condition and with the aim to improve the understanding of the facts that occurred in the field.

Suharsimi Arikunto (2003:305) stated that qualitative descriptive study is a method that uses benchmarks as assessment in research. According to Lexy J. Moleong (2002:6) the data collected in the form of words, images, and not numbers. In addition, all collected data will become the key against what has been researched. Descriptive qualitative research approach is used to disclose all the facts that actually occurred in the field during the research progresses, namely about learning quality assurance implementation in *SMA Muhammadiyah 2 Yogyakarta* class XI.

### **B. Place and Time of Research**

This research will be held in *SMA Muhammadiyah 2 Yogyakarta* located on Jalan Kapas, Semaki, Umbulharjo, Yogyakarta, special region of Yogyakarta 55166, Indonesia. While the time spent on this study lasted approximately one month in mid February to mid March 2016.



### **C. Subject of Research**

Subject of research according to the Suharsimi Arikunto (2005:88) is an object, thing or place data for variables attached to research and the problem, then the subjects of this research were headmaster and vice principal of curriculum in quality assurance activities learning in *SMA Muhammadiyah 2 Yogyakarta*. The principal and vice principal of curriculum is the one who has special authority because in taking a policy in the activities of quality assurance of learning in *SMA Muhammadiyah 2 Yogyakarta* and teachers as the main implementers in the activity guarantee quality learning in *SMA Muhammadiyah 2 Yogyakarta*.

### **D. Object of Research**

According to the Suharsimi Arikunto (1998:15) the object of the research is variable or what being a research focus, while the subject of research is the place where the variable is attached. The object of this research is the implementation of Quality Assurance of learning that goes on in *SMA Muhammadiyah 2 Yogyakarta Class XI*.

### **E. Data Collection Techniques**

Techniques of data collection is the most important step in the research, because the main goal of the research is to get the data. Without knowing the techniques of data collection, then the research will not meet the standards of data set (Sugiyono, 2011:308). The data in this study were collected by researchers through observation, interviews, and documentation that each study is described as follows:

a. Observation

Observation is an observation and record-keeping processes in a systematic, logical, rational and objective, regarding various phenomena, both in the actual situation and in artificial situations to achieve a particular goal. This becomes important because sometimes in interview techniques produce a less accurate data. Observation is made to observe the implementation of quality assurance of learning undertaken by teacher while in class. Observations made during the study. Observers will observe the learning process and gather data about everything that happens in the learning process.

b. Interview

Interview is one form of non-tests evaluation type conducted through conversation and either about implementation of quality assurance of learning, directly or indirectly. This interview contains frequently asked questions about the learning quality assurance implementation activities in schools. Interview conducted by researchers as an interviewer as well as principals and teachers who are selected as the parties interviewed.

c. Documentation

Documentation is a method of data collection through investigation of the data in the form of a written objects such as books, magazines, documents, regulations, journals and so on. These activities are conducted to enrich the data obtained through interviews and observation. The visualization via photo recording is expected to provide more and

varied information related to this research. Documentation used is non-test documentation, namely documentation in the form of pictures or photographs the interviews with school principals when the research was conducted in *SMA Muhammadiyah 2 Yogyakarta*.

#### **F. Research Instrument**

Research instrument is the very important thing that determines the quality of the data collected in the study. According to Suharsimi Arikunto (2005:101) research instrument is the tool you selected and used by researchers in its activities in order to collect data on these activities becomes systematic and facilitated by it. In qualitative research researchers have a position as a means of collecting the data. Although such researchers as an instrument assisted with research tools. The instruments used in this study are:

##### **1. Observation Sheet**

Observation guide is used to simplify operations of the research. Things that are sought after in the observation is related to:

- a. School Profile
- b. School Vision-School Mission

##### **2. Guidelines for the Interview**

Interview guideline containing questions related to quality assurance activities learning in *SMA Muhammadiyah 2 Yogyakarta*.

### 3. Documentation

Documentation taken from the vision and mission of the school and the facilities available at *SMA Muhammadiyah 2 Yogyakarta*.

## **G. Data Analysis Techniques**

According to Moleong (2006:103) data analysis is a process of organizing and sorting the data into patterns, categories and basic description unit so it can be discovered and formulated the hypothesis. The data collected was then analysed and interpreted in order to know the meaning and its meaning, then connected with research issues. The data collected are presented in the form of a narrative and a direct interview excerpt.

The data analysis techniques used in this research are described as follows (Miles and Huberman, 1992:15)

#### 1. Reduction of Data

Data reduction is an integral part of data analysis. Its function is to classify, direct, sharpen and discard unnecessary as well as organizing so that interpretation of data on the learning quality assurance activities class XI can be conducted.

#### 2. Presentation of Data

At this stage, data resulted from the field is presented in the form of a narrative text, namely the learning quality assurance activities process of class XI in *SMA Muhammadiyah 2 Yogyakarta*.

### 3. Withdrawal of Conclusion/Verification

Conclusion Withdrawal and Verification is an attempt seeking the meaning of presented data components by observing the patterns, order, description, configuration, and causal relations. In drawing conclusions about and verification the activities of implementation of the learning quality assurance of class XI has always done a review against the presentation of the data.

## **H. Data Validation**

In qualitative research, findings or data could be declared valid if there is no difference between reported by researchers with what actually occurred on the object is examined. Therefore it is necessary to be conducted the credibility testing of the data. A credibility test of the data or the confidence in the data is qualitative research results among other things done in the following way:

#### 1. Improving persistence

Improving persistence means doing more careful and continuous observation. Through the way, the certainty of data and sequence of events will be recorded exactly and systematically. Through increasing persistence in data collection and extension observation, a valid and reliability data can be obtained.

#### 2. Triangulation

Triangulation in credibility test is defined as the checking of data from many different sources in many different ways and times. Source

Triangulation can be done by checking the source of obtained data through several sources. Time triangulation to test the credibility of the data can be implemented by checking the interview in different time and situations.

3. Use reference materials

The existence supporting aids prove the data that has been discovered by researchers. In a research report, preferably, expressed data need to come with authentic photos or documents, so that it will be more trustworthy.

4. Hold member check

Member check is the process of checking the data obtained by researcher to the data source. Implementation of a member check can be done after a period of data collection is completed, or after receiving the findings or conclusions.

## **CHAPTER IV RESULT AND DISCUSSIONS**

### **A. General Overview of *SMA Muhammadiyah 2 Yogyakarta***

School that is used for this study is *SMA Muhammadiyah 2 Yogyakarta* located on jalan kapas number 7, Semaki, Umbulharjo, Yogyakarta, special region of Yogyakarta 55166, Indonesia. *SMA Muhammadiyah 2 Yogyakarta* is Muhammadiyah Union's charitable effort so all the land and buildings were on the building use rights. The area is 6885m<sup>2</sup> with certificate number 13.05.13.01.1.01121.

Physically, *SMA Muhammadiyah 2 Yogyakarta* is near to highways that make it easier for students, teachers, and employees to use the access of transport. Besides, *SMA Muhammadiyah 2 Yogyakarta* is also very strategic because it lies near to the campus 1 of Ahmad Dahlan University and Yogyakarta State Court so it is easy to locate *SMA Muhammadiyah 2 Yogyakarta*.

As for the territorial boundaries of the *SMA Muhammadiyah 2 Yogyakarta* are as follows:

1. Northern borders the Campus 1 of Ahmad Dahlan University.
2. The East bordered by the District Court in Yogyakarta.
3. The South borders on the *SD Muhammadiyah Sokonandi Yogyakarta*.
4. The West borders the *SMP Muhammadiyah 2 Yogyakarta*.

*SMA Muhammadiyah 2 Yogyakarta* has the vision and mission of, namely.

Vision:

The embodiment of qualified moslem generation that make the master Islamiyah treatise and being able to implement in the field of education, science, and technology.

Mission:

1. Realize conducive and islamic school life in accordance with the *Al-Qur'an* and *As-Sunnah*.
2. Form *akhlakul karimah* moslems personal and have social care.
3. Develop a spirit of nationality and love the motherland.
4. Improve the quality of graduation in science, technology, art and culture that is oriented in life skills.
5. Increasing professionalism and respect the work of teachers and of employees.
6. Improve school management system, dynamic, democratic and socially.
7. Improve cooperation between citizens of the school with the associated instance.
8. Increase the loyalty of teachers, employees, students as cadre and activator of Muhammadiyah.

*SMA Muhammadiyah 2 Yogyakarta* has 2 departments, namely the Department of MIA and MIS, where, MIA is amounted to 5 classes and MIS is totaled in 4 classes. *SMA Muhammadiyah 2 Yogyakarta* has 885 students, in which the number of male students is as many as 428 students and the number



of female students as many as 457 people. The number of teachers who teach in *SMA Muhammadiyah 2 Yogyakarta* as many as 63 teachers and the number of employees working in *SMA Muhammadiyah 2 Yogyakarta* as many as 34 employees.

*SMA Muhammadiyah 2 Yogyakarta* has school buildings, facilities, and a complete infrastructure to support the learning process. The school has been providing CCTV, air conditioning, LCD, white boards, markers, and erasers for every classroom. In addition, in front of every classroom, it is provided trash so that the cleanliness of the school remain assured and comfortable learning process is achieved. *SMA Muhammadiyah 2 Yogyakarta* has 27 classrooms, consisting of class X MIA amounted to 5 classes, class X MIS amounted to 4 classes, class XI MIA amounted to 5 classes, class XI MIS amounted to 4 classes, class XII MIA amounted to 5 classes and class XII MIS amounted to 4 classes.

## **B. Description of the Research Results**

1. The efforts made by *SMA Muhammadiyah 2 Yogyakarta* in ensuring quality of learning process

From data description through interviews with some respondents, it is mentioned that efforts made *SMA Muhammadiyah 2 Yogyakarta* in ensuring the quality of instruction of class XI in *SMA Muhammadiyah 2 Yogyakarta* is that all the teachers in the early semesters will be held meeting or workshop with regard to the preparation of the learning tool. Such things as claimed by Mr. Slamet Purwo:

*“Semua guru di awal semester diadakan rapat atau semacam workshop yang berkaitan dengan yang paling urgen adalah penyusunan perangkat pembelajaran. Penyusunan perangkat pembelajaran itu sangat menentukan sekali, karena selama berapa kali pertemuan nanti kita bisa rancang, nanti ada penyesuaian benang merahnya antara silabi, program tahunan (prota), program semester (prosem), sama rencana pelaksanaan pembelajaran (RPP).” (Interviews/February/25/2016)*

It is reinforced by the statement of Mr. Mukhlis:

*“Setelah itu setiap semester itu perangkat absensi, daftar nilai, bukti fisik ulangan itu nanti di kumpulkan ke kurikulum, yang mengumpulkan ya tidak hanya guru kelas XI tetapi semua guru kelas X, XI, XII.” (Interviews/March/14/2016)*

Then another attempt was with the supervision of the classroom, in which, the supervision was carried out by the principal. Not only the class supervision, the principal of SMA Muhammadiyah 2 Yogyakarta is also supervised by Supervisory trustees in which, the supervisor trustees comes from the education authorities of the city. Such thing is as claimed by Mr. Slamet Purwo:

*“Kemudian yang kedua adalah supervisi kelas yang dimana supervisi itu dilakukan oleh kepala sekolah. Karena guru kita yang ada disini berjumlah 64 orang, maka dari itu tidak mungkin kepala sekolah mengukur sendiri semuanya. Maka dari itu, kita bagi kepada guru-guru senior dan serumpun untuk kita tugasi. Sehingga 1 guru senior dan 5-6 guru yang supervisi termasuk dengan kepala sekolah untuk mensupervisi sendiri guru-guru yang menjadi supervisor tadi lalu wakil kepala dan guru senior tadi yang instruksi kepala sekolah. Kepala sekolah juga disupervisi oleh pengawas Pembina, jadi saya bisa ngomong karena saya juga diinstruksi oleh pengawas Pembina. Pengawas pembina itu dari Dinas Pendidikan Kota Yogyakarta, dan yang menjadi pengawas Pembina tersebut yang menginstruksi kepala sekolah jadi guru ketika di kelas.” (Interviews/February/25/2016)*

Besides the efforts made by SMA Muhammadiyah 2 Yogyakarta in ensuring the quality of instruction of class XI i.e. where school

management has system ISO 9001:2008 management so that what is done schools will be in a good order, both administration, as well as in terms of implementation. Such things as claimed by Mr. Slamet Purwo:

*“Kemudian penjaminan mutu kita secara manajemen itu kita memiliki sistem manajemen ISO. Sehingga apa yang dilakukan sekolah tertata dengan baik, baik administrasi, maupun dari segi pelaksanaan. Jadi dengan adanya sistem manajemen ISO, jika diibaratkan secara umum itu kita memberikan pelayanan kepada pelanggan lalu pelanggan tersebut adalah lembaga perseorangan yang memanfaatkan sekolah kita sehingga kita yang memberikan pelayanan kepada pelanggan kita dalam hal ini memanfaatkan sekolah kita, maka dia akan merasa terlayani dengan baik.”* (Interviews/February/25/2016)

It is reinforced by the statement the Mrs. Retno Sumirat:

*“Pada prinsipnya penjaminan mutu itu kan kita ada ISO ya jadi kita dikasih rumusan apa dalam Standar Operasional Prosedur (SOP) yang kita tulis kita kerjakan apa yang kita kerjakan kita tulis.”* (Interviews/March/21/2016)

Then an attempt to guarantee the quality learning is to hold workshops and regular meetings not only for teachers of grade XI, but also to all teachers as well as employees of the SMA Muhammadiyah 2 Yogyakarta. Such things as claimed by Mr. Slamet Purwo:

*“Yang berikutnya juga untuk meningkatkan kualitas, supaya sekolah kita tetap bertahan kita adakan workshop-workshop. Workshop-workshop yang diadakan itu untuk guru sendiri dan untuk karyawan sendiri. Selain workshop, kita juga mengadakan pertemuan rutin, untuk karyawan seminggu sekali, di pengajian jumat pagi itu. Kalo guru dan karyawan secara umum diadakan sebulan sekali setiap tanggal 25.”* (Interviews/February/25/2016)

Then another attempt made by SMA Muhammadiyah 2 Yogyakarta in ensuring the quality of instruction of class XI is to evaluate

the activities for one semester with a frame called a Board meeting of teachers. Such things as claimed by Mr. Slamet Purwo:

*“Kita mengevaluasi kegiatan kita selama satu semester. Dengan bingkai namanya rapat dewan guru. Yang pertama kita menyeragamkan metode penilaian yang sudah dilakukan kemudian mendiskusikan siswa, karena siswa yang kita nilai aspek kognitif, aspek sikap, aspek keterampilan.”* (Interviews/February/25/2016)

It is reinforced by the statement of Mrs. Sri Lestari:

*“Di samping itu juga untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan apakah hasil pencapaian telah sesuai dengan yang apa yang sudah ditargetkan oleh sekolah atau tidak.”* (Interviews/March/03/2016)

And further efforts made by schools in ensuring the quality of instruction of class XI, i.e. in which the principal SMA Muhammadiyah 2 Yogyakarta in practice always try to keep the atmosphere in every class so that it is conducive by check to each less conducive class at the moment the learning process takes place. Such things as claimed by Mr. Mukhlis:

*“Untuk menjamin mutunya mungkin dalam pelaksanaan juga ruang kepala kan ada monitor ya, sekiranya belajar dikelas tidak kondusif itu pak kepala bisa ngecek ke kelas, semua kelas termonitor diruang kepala semua”* (Interviews/March/14/2016)

It is reinforced by the statement of Mr. Sariyana:

*“Yang jelas kita ada pemantauan tentang proses keberlangsungan pembelajaran. Nah yang menjamin penjaminan mutu pembelajaran di sekolah itu ya pelaksana, dan disini pelaksana itu adalah kepala sekolah, salah satu yang pendukung paling utama itu kan kepala sekolah.”* (Interviews/March/07/2016)

It is reinforced by the statement Mrs. Retno Sumirat:

*“Guru itu nanti yang ngawasi dikelas juga ada, seperti saya pak kepala langsung jadi pas saya ngajar di monitor oleh kepala*

*sekolah. Untuk menjamin mutunya mungkin dalam pelaksanaan juga ruang kepala kan ada monitor ya, sekiranya belajar dikelas tidak kondusif itu pak kepala bisa ngecek ke kelas, semua kelas termonitor diruang kepala semua.”* (Interviews/March/21/2016)

## 2. The factor endowments and a barrier to the provision of quality assurance of learning activities class XI in SMA Muhammadiyah 2 Yogyakarta

### a. Supporting Factor

#### 1) Supporting internal factors

Description of data through interviews with some respondents mention that internal factors that support the implementation of learning quality assurance activities in SMA Muhammadiyah 2 Yogyakarta, namely the existence of school facilities that support quality assurance in learning such as audio visual facilities in each class so make it easy for learners to receive learning materials provided by the teacher when learning takes place and not only through lectures. And also the existence of physical facilities provided by school, such as LCD and CCTV in each classroom and also wifi. Supporting internal factors is same as claimed by Mr. Mukhlis:

*“Kalau di kita fasilitas jelas mendukung hanya untuk audio visual kita lengkap tapi memang tidak di semua kelas di audio visual kita kadang-kadang di materi tertentu permainan walaupun ya permainan kecil. Menurut saya ada kelas yang anak-anaknya suka ngomong saya suka suruh cerita misalnya akhlak ya hari ini sudah berbuat baik apa, hal-hal kecil yang ternyata tadi sebelum berangkat ada yang bantu menyebrangkan orang saat sosiasi kadang tidak mesti kita ceramahkan semua materi itu.”* (Interviews/March/14/2016)

It is reinforced by the statement of Mr. Sariyana:

*“Alhamdulillah di kelas itu sudah ada CCTV ada LCD jadi kalau mau memanfaatkan CCTV untuk penelitian diminta juga bisa. Semua kelas di sekolah ini ada CCTV. Cuma yang tambahan itu sekarang wifi, wifi masih beberapa tempat saja belum keseluruhan kelas makanya kita belum berani untuk e-learning padahal kita sudah ditanamkan program e-learning ini.”*  
(Interviews/March/07/2016)

In addition to audio visual and physical facilities, the involvement of teachers and learners while carrying out the learning process when in class. Internal factors that support is the same as claimed by Mrs. Sri Lestari:

*“Kalau faktor dari sisi guru yang mendukung itu menurut saya ya keterlibatan guru ketika sedang melaksanakan proses pembelajaran ketika di kelas. Kemudian menurut saya para guru di sekolah ini sudah cukup baik dalam hal menjalankan tugasnya sebagai seorang guru. Nah kalau penjaminan mutu pembelajaran itu sendiri kalau menurut saya memang perlu ya, karena antara guru dan peserta didik saling terlibat dalam penjaminan mutu pembelajaran. Apalagi peserta didiknya itu kan istilahnya sebagai objek untuk kegiatan pembelajaran oleh guru.”*  
(Interviews/March/03/2016)

Furthermore the internal factors that support also comes from class XI homeroom teacher itself, by giving a motivation or reprimand and also the mutual exchange of information among the class XI teacher with the students of Class XI. That supporting internal factors are the same as claimed by Mr. Sariyana:

*“Nah kalau faktor pendukung penjaminan mutu pembelajaran menurut saya yang dari wali kelas, ya itu guru saling tukar informasi saling curhat-curhatan*

*dengan siswa kalau untuk siswa hanya pendekatan, ya kita mengajar dengan hati. Kalau keterlibatan wali kelas itu terutama dengan memberikan satu motivasi, atau teguran atau pembiasaan kaitannya dengan tingkah laku siswa.”*  
(Interviews/March/07/2016)

It is reinforced by the statement Mrs. Purwaningsih:

*“Dan untuk wali kelasnya sendiri menurut saya wali kelasnya itu memang komunikasinya cukup bagus ya menurut saya, karena kan sekarang guru sudah ada media sosial jadi kita buat grup dari situ kita sharing-sharing sayapun tau kalau anak-anak ngoceh digrup itu seperti apa jadi kita ambil sisi positifnya.”*  
(Interviews/March/22/2016)

## 2) External factors that support

Description of data through interviews with some respondents mention that external factors that support the implementation of learning quality assurance activities in SMA Muhammadiyah 2 Yogyakarta is the coordination between the parents of the students with the school, where the parents of learners give inputs to the school. External factors that support the same as claimed by Mr. Slamet Purwo:

*“Secara formal orang tua berkoodinasi dengan sekolah ya paling tidak kan orang tua juga memberi masukan ke sekolah disamping masukan-masukan yang diberikan oleh orang tua disaat barang kali anaknya ada masalah atau mungkin barang kali tidak ada masalah mereka datang kesekolah untuk mengobservasi. Orang tua juga berperan penting secara formal lewat forum yang diadakan oleh sekolah, secara non formal kapanpun juga bisa memberikan masukan dengan baik.”*  
(Interviews/February/25/2016)

In addition to external factors that support the implementation of the quality assurance activity learning class XI

in SMA Muhammadiyah 2 Yogyakarta is to hold a meeting of the evaluation of how the implementation of a quality assurance process of learning with the school Committee. External factors that support the same as claimed by Mrs. Sri Lestari:

*“Komite ya dalam hal ini, ada komite tetapi tidak begitu maksimal. Kita libatkan itu misalnya awal di kegiatan pelajaran, dipertengahan sama diakhir. Biasanya komite ini kita libatkan itu ketika kita memutuskan istilahnya nasib anak lah ya itu kita tetap mengundang atau melibatkan pengurus tapi ya menurut saya itu kurang maksimal juga karena memang sudah komite itu tidak setiap saat seperti itu. Tapi untuk akhir-akhir ini komite sudah mulai berperan aktif, rapatnya tetap dengan sekolah kita mengadakan rapat evaluasi tentang bagaimana pelaksanaan proses penjaminan mutu pembelajaran.”* (Interviews/March/03/2016)

External factors that support the implementation of the quality assurance activity learning class XI in SMA Muhammadiyah 2 Yogyakarta the other is the presence of regular meetings between the heads of schools with good Dikdasmen area or region and visits from Dikdasmen to school. External factors that support the same as claimed by Mr. Slamet Purwo:

*“Di samping itu juga ada pertemuan rutin kepala sekolah untuk pertemuan dengan Dikdasmen baik daerah atau wilayah. Kalau di daerah itu sebulan sekali, sedangkan kalau wilayah yang rutin adalah menjelang ulangan umum bersama itu biasanya ada rapat dinas untuk membahas semua hal. Kalau ada sesuatu yang ingin disampaikan kepada sekolah itu Dikdasmen akan memanggil kami. Di samping itu Dikdasmen daerah atau wilayah juga sering rawuh ke sekolah.”* (Interviews/February/25/2016)



b. Factors restricting

1) Internal factors that inhibit

Of description data through interviews with some of the respondents that the internal factors that impede the implementation of the quality assurance activities of learning in SMA Muhammadiyah 2 Yogyakarta include: the first obstacles from the side of the teacher, since changes in the curriculum of the curriculum to KTSP curriculum 2013 all teachers still contended that the teacher is a source of knowledge. Where the mindset should be restored so that all students should be empowered potentialities. Internal factors that block the same as claimed by Mr. Slamet Purwo:

*“Hanya ada satu saja faktor yang menghambat yaitu saat perubahan kurikulum itu kita harus mengarahkan para guru supaya pola pikir guru itu di kembalikan supaya siswa itu harus kita berdayakan potensi-potensinya. Karena semua guru itu masih beranggapan bahwa guru merupakan sumber ilmu. Padahal untuk sekolah sekarang itu kan yang kita berdayakan itu ya para peserta didiknya agar anak itu tidak sebagai tabung yang kosong karena mereka sudah punya potensi dan punya bekal sehingga guru hanya sebagai fasilitator saja sehingga itu yang perlu kita arahkan pola pikirnya.”*  
(Interviews/February/25/2016)

Internal factors that inhibit other teachers from the side i.e. the teachers still lack broad aims and not ready the material when it will make learning in class because the materials in class X KTSP curriculum is familiar with. Therefore, there is material that does not last until time is up so that teachers have to redo a lot of such

content. Internal factors that block the same as claimed by Mrs.

Retno Sumirat:

*“Kalau dari gurunya ya mungkin ada satu materi yang mungkin menurut saya kurang luas wawasannya. Itu jelas menghambat seolah pembelajarannya monoton statis ya.”*  
(Interviews/March/21/2016)

It is reinforced by the statement the Mrs. Purwaningsih:

*“Kalau dari guru sendiri sebenarnya masih ada SDM yang belum siap, belum siapnya karena materi-materi. Jadi banyak sekali materi-materi yang dikelas X nya itu sudah terbiasa dengan kurikulum 2006 kita memberikannya sudah semua jadi ada materi-materi di bab lain yang gak nyampai waktunya habis gitu sehingga kita harus banyak-banyak mengulang.”*  
(Interviews/March/22/2016)

Furthermore the internal factors that inhibit teachers from the side is since the curriculum, teachers are not able to make evaluation reports for students. It used to be when the school curriculum still use KTSP report evaluation results of learning or class rapot XI was only a few pieces, but now the *berlembar-lembar*. And that was when it was still the KTSP grade XI only on the basis of daily value, then the value of the midterm and General of Deuteronomy, but since using the curriculum teachers must now observe 2013 value grade XI of each meeting. The bearer of the same factors as claimed by Mr. Slamet Purwo:

*”Semenjak kurikulum 2013 ditetapkan sekolah kita langsung berubah kurikulumnya, jadi dari KTSP berubah ke kurikulum 2013. Dan dulu dengan adanya perubahan kurikulum tersebut sekolah sempat keteteran tapi itu hanya masalah kecil saja. Menurut saya masalah itu*

*merupakan masalah perubahan dari segi teknik yang dulu laporan hasil evaluasi hasil belajar atau rapot itu hanya beberapa lembar, tetapi sekarang menjadi berlembar-lembar. Dulu nilainya hanya dari nilai harian, lalu dari nilai ujian tengah semester dan dari nilai ulangan umum sekarang guru harus mencermati nilai dari setiap pertemuan, sudah hanya itu saja.”*  
(Interviews/February/25/2016)

From a technical point that inhibit internally is otherwise going cooperation of among classroom teachers, counseling teachers, teachers to teachers, and parents. Internal factors that block the same as claimed by Mr. Sariyana:

*“Hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI yaitu adalah kalau tidak terjadi kerjasama dari wali kelas, BK, antar guru sesama guru, dan orang tua. Dalam hal ini setiap kelas ada guru BK, karena sekarang kan BK harus mengampu 150 siswa, kalau tidak sampai segitu nanti tidak bisa sertifikasi. Nah kalau siswa kebablasan ini nanti urusannya sama BK dan wali kelas, ini ada kerja sama untuk menangani kalau tidak ada kerja sama ya nanti mengalami kesulitan.”*  
(Interviews/March/07/2016)

Then the third barrier of the students, is now the SMA Muhammadiyah 2 Yogyakarta curriculum 2013 where students are required to investigate the lessons already given but in fact teachers still fishing the students so that they want to investigate by providing the stimulus-stimulus at the time hours subjects takes place. Internal factors that block the same as claimed by Mrs. Purwaningsih:

*“Kalau kendala dari siswa karena untuk kurikulum 2013 itu siswa dituntut untuk mengeksplor sendiri tapi ya tetep kita harus mancing jadi kita harus improve itu jadi belum bisa murni, belum bisa jalan seorang guru tetap*

*memberikan stimulus-stimulusnya.”*  
(Interviews/March/22/2016)

In addition factors that inhibit the students is because the bringing of Class XI students who tend to see who his teacher, what subjects, how many hours of lessons, and play HP when teachers are implementing the learning in the classroom, especially at the time of the last hours of instruction. Internal factors that block the same as claimed by Mrs. Sri Lestari:

*“Kalau yang menghambat menurut saya itu biasanya begini mbak, anak-anak itu terkadang sering melihat siapa gurunya, apa mata pelajarannya, juga jam mata pelajaran yang berlangsung. Jadi menurut saya ya itu wajar mbak kalo ramai di dalam kelas, namanya juga anak-anak pasti memiliki titik jenuh. Tinggal tergantung gurunya karena yang paling berpengaruh itu di guru, di pengelolaan ketika guru berada di dalam kelas. Walaupun terkadang jam terakhir kalau guru mata pelajaran yang istilahnya walaupun santai atau mata pelajarannya membosankan atau peserta didiknya sudah mulai capek, tetapi kalau gurunya bisa mengkondisikan pasti suasana kelasnya tetap bagus kok.”* (Interviews/March/03/2016)

It is reinforced by the statement of Mr. Mukhlis:

*“Yang menghambat itu HP ya mbak, ini karena aturan kita boleh bawa dikelas tapi tidak semua anak dimatikan dan pakai tetapi kadang juga saya memang suruh buka suruh browsing sendiri tapi ya itu kalau kita tidak mengawasi ada anak yang tidak di materi kita ada hal-hal lain jadi alat seperti ini bisa menjadi fasilitas bisa menjadi penghambat juga.”* (Interviews/March/14/2016)

## 2) External factors that inhibit

Of description data through interviews with some of the respondents that the internal factors that impede the implementation of the quality assurance of learning activities in SMA

Muhammadiyah 2 Yogyakarta is because most caregivers class XI which is outside the city of Yogyakarta which resulted in communication between teachers with caregivers to become stunted and impressed to be stoic on the development progress of the child's learning outcomes. External factors that impede the same as claimed by Mrs. Purwaningsih:

*“Faktor yang menghambat dari wali murid itu salah satunya menurut saya karena disini kebetulan hampir lebih banyak yang dari luar ya jadi jadinya ini, terutama kelas saya itu lebih banyak orang yang luar jogja sehingga untuk memberi tahu kemajuan hasil belajar anak wali muridnya itu kita hanya via telpon tidak bisa bertatap muka langsung. Karena kalau untuk datang ke pertemuan wali murid mereka terkesan cuek ya karena mereka berada di luar kota.” (Interviews/March/22/2016)*

### **C. Discussions**

1. The efforts made by SMA Muhammadiyah 2 Yogyakarta in ensuring quality of learning.

Data retrieval this research was carried out on February 22-March 22, 2016 at the Principal, vice principal, and in the Hall SMA Muhammadiyah 2 Yogyakarta. This research was conducted to evaluate the learning quality assurance activities implementation of Class XI in SMA Muhammadiyah 2 Yogyakarta. The data used for this research in the form of an interview of distinguished guidelines based on the data source or informan, i.e., the guidelines for principal, interview guideline interview for vice principal areas of the curriculum and guidelines of the interview for the master class XI.

Table 1. Schedule of Implementation Research

Day, Date	Space	At	Activity Name
Thursday, February 25, 2016	Headroom School	09.00 a.m.- 10.00 a.m.	<b>RESEARCH:</b> an interview with the principal of SMA Muhammadiyah 2 Yogyakarta.
Wednesday, March 03, 2016	Vice Principal Room	09.00 a.m.- 09.30 a.m.	<b>RESEARCH:</b> interview with vice principal field of curriculum of SMA Muhammadiyah 2 Yogyakarta.
Monday, March 07, 2016	Hall School	09.00 a.m.- 11.00 a.m.	<b>RESEARCH:</b> interviews with the teachers of the class XI SMA Muhammadiyah 2 Yogyakarta.
Monday, March 14, 2016	Vice Principal Room	09.00 a.m.- 11.00 a.m.	<b>RESEARCH:</b> interviews with the teachers of the class XI SMA Muhammadiyah 2 Yogyakarta.
Monday, March 21, 2016	Vice Principal Room	09.00 a.m.- 11.00 a.m.	<b>RESEARCH:</b> interviews with the teachers of the class XI SMA Muhammadiyah 2 Yogyakarta.
Wednesday, March 22, 2016	Vice Principal Room	09.00 a.m.- 11.00 a.m.	<b>RESEARCH:</b> interviews with the teachers of the class XI SMA Muhammadiyah 2 Yogyakarta.

From the results of research through interviews with some respondents note the efforts done SMA Muhammadiyah 2 Yogyakarta in the quality assurance learning class XI. Here are the efforts undertaken in schools ensure quality learning:

a. Preparation of the learning tools

Quality Assurance of learning class XI in *SMA Muhammadiyah 2 Yogyakarta*, starting from the preparation of instructional tools conducted by master class XI in the process of teaching and learning activities, such as silabi, the annual program (prota), semester program (prosem), learning implementation plan (RPP), attendance, register values, and physical evidence of Deuteronomy.

Preparation of the learning tools is very important as it is already stated in PP No. 19 of 2005 about national standards of education with the establishment of 8 scope of national standards of education which the preparation of such learning tools included in 2 standard i.e. standard content and process. The standard of the content in question is the scope of the material and level of competence which is poured in the criteria about the graduate competence, competence, competence study material subjects and syllabus of learning that must be met by learners at every level and type of education. Whereas the definition of the standard of the process here is education standards with regard to the implementation of learning on one unit of education to achieve a standard of competency graduates. So it can be concluded that, in the aspect of quality assurance study of Class XI in *SMA Muhammadiyah 2 Yogyakarta* that regarding the preparation of the

learning tools already meets the requirements specified in the national standards of education.

b. Supervision of class

In addition, in an effort to guarantee the quality of instruction, the school also formed a team of supervision class consisting of the principal, and some senior teachers who are appointed to assess each of the existing learning program at that school. The support of the Office of education of the city of Yogyakarta to conduct surveillance was also very instrumental in the effort to evaluate the educational process at the school, especially in class XI. The City Office of education oversees not only the school, but the entire school in Yogyakarta, where the expectation of the role people can contribute positively in their endeavour to improve the quality of education in the area. In PP No. 19 of 2005 about education standards also mentioned about the standard of management. That is the standard the management here is education standards with regard to planning, implementation, and supervision of educational activities at the unit level of education, district/city, province, or is a national in order to achieved the efficiency and effectiveness of the Organization of education, in this case, namely the supervision class.

c. Quality Management System ISO 9001:2008

In its efforts, quality assurance in doing school learning in particular class XI is supported with the implementation of the quality



management system ISO 9001:2008 has been applied in *SMA Muhammadiyah 2 Yogyakarta*. It becomes a commitment to human resources that exist at the school in carrying out quality education services, so that what is done with good schools, good administration, as well as in terms of implementation. It is as expressed by the head of the *SMA Muhammadiyah 2 Yogyakarta* that the existence of ISO quality management system, individual agencies are considered educational customers can be served properly. This is confirmed by Vincent and other' (2003:268-269), posited that the quality management system is defined as a question about how organizations are implementing quality management practices consistently to meet the needs of customers and markets. In addition, results of research of teacher respondents mentioned that the ISO quality management system is a procedure where the school implements the requirements contained in the Standard formulation of operational procedures (SOP) on any educational activities.

d. Convene a workshops

In its efforts in order to improve the competency of the master class XI and its employees *SMA Muhammadiyah 2 Yogyakarta*, the school also hosts an activity regularly through workshops. In addition to enhancing the competency of the master class XI and employees in General, the workshop also to provide socialization on implementation of ISO quality management system. The existence of

such a workshop is expected in terms of school resources can improve its quality in order to support the achievement of the vision/mission school. This is the same as suggested by Sudarwan Danim (2007:56), namely by involving five dominant factors, that is the leadership of the principal, teachers, students, curriculum, and network cooperation. Where the holding of the workshop-workshop with teachers and employees can be involved to the maximum and hand in hand in the guarantee of quality learning and results from the workshop workshop – can be applied in school.

e. Evaluation of the activities of learning

Learning activities in a course at the school there is a planning, where the planning will be implemented by the parties responsible for the learning activities. Further results from the implementation of learning activities also needed an exact evaluation of the learning activities. Djemari Mardapi (2004:19) mentioned that, evaluation is one of a series of activities to improve the quality, performance, or productivity of an agency in carrying out the program. The evaluation will be obtained through the information about what has been achieved and which ones haven't, then this information is used for the repair of a program. Implement the evaluation through school board meeting teachers to evaluate the educational activities for one semester. The points emphasized in the discussion in the Board meeting that one teachers about student assessment methods to be made i.e. aspects of

cognitive, affective and psychomotor, where the school has implemented a default judgment in accordance with the curriculum of 2013.

f. Monitoring the learning process by Head of School

Learning activities in schools in order that runs smoothly and is conducive, in practice the principals always try to keep the atmosphere in every class XI in order to be conducive to the way check or evaluate to each class that felt less conducive at the moment the learning process takes place. This is supported by the presence of the monitors that are in space the principal so that principals can monitor directly the process of learning in class XI. After the principals know the constraints that occur in the classroom, then the principal need to do an evaluation of the joint meeting with the teachers so that the educational process in accordance with the purpose of education in schools. Widoyoko (2011:181-183) reaffirms the statement by mentioning that evaluation is an assessment conducted to measure its success in achieving a made to measure success in the achievement of the goals that have been set. From the results of the evaluation process is expected to help teachers grade XI to make informed decisions regarding the continuance, modification or end of a program or activity, because the resulting data will largely determine whether the program or activity continues, modified, or terminated.

2. The supporting factors and the factors of restricting quality assurance activities in the implementation of learning class XI in *SMA Muhammadiyah 2 Yogyakarta*

- a. Supporting factor

- 1) Internal factors that support the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta*

From the description of the data the results of research on internal factors that become advocates in the implementation of quality assurance activities learning class XI in *SMA Muhammadiyah 2 Yogyakarta* note that the supporting factor is that became the school facilities, the involvement of teachers and learners while carrying out the learning process while in the classroom, and the granting of motivation or rebuke from teachers to students. The school also provides school facilities to support the educational process in the classroom through the LCD, audio visual, CCTV, and wifi. The existence of such facilities, expected to increase the competence of teachers as well as students in the learning process.

- 2) External factors that support the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta*

From the description of the data the results of research on external factors that become advocates in the implementation of quality assurance activities learning class XI in *SMA Muhammadiyah 2 Yogyakarta* is known to be a factor that is supporting coordination between the parents of the students of Class XI with the school, the evaluation meeting with the school Committee, regular meetings between the head of the *SMA Muhammadiyah 2 Yogyakarta* with Dikdasmen areas or regions as well as visits from Dikdasmen to school. The school always maximize its efforts in ensuring quality by involving parties outside school, with braiding communication, cooperation, and managing a good school in a reciprocal relationship between the school with outside parties school.

b. Factors Restricting

- 1) Internal factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta*

Of the description data through interviews with some of the respondents that the internal factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* include: the first obstacles from the side of the teacher, since changes in the curriculum of the curriculum to KTSP curriculum 2013 all teachers still contended

that the teacher is a source of science, there are still teachers who lack the broad aims and do not prepare the material well for learning process in the classroom, teachers are still not able in reporting the results of student assessment or report. From a technical point that inhibit internally is not the occurrence of the cooperation of the homeroom teacher, *BK*, fellow teachers, and parents. Then the third barrier of the students, although already using curriculum 2013 but in fact teachers still fishing the students at the time of the clock, the students of Class XI who tend to see who his teacher, what subjects, how many hours of lessons, and play HP when teachers are implementing the learning in the classroom.

- 2) External factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2* Yogyakarta

Of the description data through interviews with some of the respondents that the external factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2* Yogyakarta is most caregivers class XI which is outside the city of Yogyakarta which resulted in communication between teachers with caregivers to become stunted and impressed to be stoic on the development progress of the child's learning outcomes.

The following is a summary table of the discussion above.

Table 2. Summary of the Discussion

No.	Research Questions	Research Results
1.	The efforts that SMA Muhammadiyah 2 Yogyakarta did to guarantee the quality of learning activities in class XI in SMA Muhammadiyah 2 Yogyakarta	a. Drafting tools of learning. b. Supervision of class. c. Quality management system ISO 9001:2008. d. Convene a workshop-workshop. e. Evaluation of the learning activities, and monitoring of the learning process by the school principal. f. Muhammadiyah 2 Yogyakarta already well underway even though there are still obstacles faced.
2.	a. Internal factors that support the implementation of quality assurance activities learning class XI in SMA Muhammadiyah 2 Yogyakarta	1) School Facilities. 2) Involvement of teachers and learners while carrying out the learning process when in the class. 3) The granting of motivation or rebuke from teachers to students.
	b. External factors that support the implementation of quality assurance activities learning	1) Coordination between the parents of the students of Class XI with the school. 2) Evaluation meeting with the

No.	Research Questions	Research Results
	class XI in SMA Muhammadiyah 2 Yogyakarta	school committee. 3) Regular meetings between the head of the SMA Muhammadiyah 2 Yogyakarta with Dikdasmen areas or regions as well as visits from Dikdasmen to school.
	c. Internal factors that impede the implementation of quality assurance activities learning class XI in SMA Muhammadiyah 2 Yogyakarta	1) Teachers still contended that the teacher is a source of knowledge. 2) There are still teachers who lack the broad aims and do not prepare the material well for learning process in the class. 3) Teachers are not able to make evaluation reports for students. 4) No coordination among classroom teachers, BK, teachers to teachers, and parents. 5) Although already using curriculum 2013 but in fact teachers still fishing the students upon hours subjects to take place. 6) Students of class XI who



No.	Research Questions	Research Results
		tend to see who his teacher, what subjects, what time does the lesson underway. 7) Play HP when teachers are implementing the learning in the classroom.
	d. External factors that impede the implementation of quality assurance activities learning class XI in SMA Muhammadiyah 2 Yogyakarta	Most caregivers class XI which is outside the city of Yogyakarta which resulted in communication between teachers with caregivers to become stunted and impressed to be stoic on the development progress of the child's learning outcomes.

#### D. Limitations of Research:

There are some limitations of this research at the time of data retrieval is implemented in *SMA Muhammadiyah 2 Yogyakarta*, namely:

1. Researcher has conducted the interviews, in which survey respondents that vice principal of curriculum and the teachers of class XI apparently not really understand about the quality assurance of learning itself. Therefore, researcher need to provide an introduction to the benefits of quality assurance evaluation of learning to respondents.
2. The subject of the research is limited to only principal, vice principal of curriculum and some teachers class XI *SMA Muhammadiyah 2 Yogyakarta*.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

According to the results and discussion of this research, it is concluded that:

1. The efforts that *SMA Muhammadiyah 2 Yogyakarta* did to guarantee the quality of learning activities in class XI were preparation of the learning tools, supervision of class, quality management system ISO 9001:2008, convene a workshops, evaluation of the learning activities, and monitoring of the learning process by the school principal.
2. The supporting and impeding factors of the implementation of quality assurance of learning activities in class XI of *SMA Muhammadiyah 2 Yogyakarta* were.
  - a. Internal factors that support the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* were the school facilities, involvement of teachers and learners while carrying out the learning process when in the class, and the granting of motivation or rebuke from teachers to students.
  - b. External factors that support the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* were coordination between the parents of the students of class XI with the school, evaluation meeting with the school committee, and regular meetings between the head of the *SMA Muhammadiyah 2 Yogyakarta*

with Dikdasmen areas or regions as well as visits from Dikdasmen to school.

- c. Internal factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* were the teachers still contended that the teacher is a source of knowledge, there are still teachers who lack the broad aims and do not prepare the material well for learning process in the class, teachers are still not able to make evaluation reports for students, no coordination among classroom teachers, counseling teachers, teachers to teachers, and parents. Although already using curriculum 2013 but in fact teachers still fishing the students upon hours subjects to take place, bringing students of class XI who tend to see who his teacher, what subjects, what time does the lesson underway, play HP when teachers are implementing the learning in the classroom.
- d. External factors that impede the implementation of the quality assurance activity learning class XI in *SMA Muhammadiyah 2 Yogyakarta* was that Most caregivers class XI which is outside the city of Yogyakarta which resulted in communication between teachers with caregivers to become stunted and impressed to be stoic on the development progress of the child's learning outcomes.

## **B. Implications**

In reference to the efforts and factors that support and impede the implementation of quality assurance of learning activities in class XI of *SMA*

Muhammadiyah 2 Yogyakarta, this research is hoped to give contribution to the efforts of quality assurance and improvement of learning activities in class XI of *SMA Muhammadiyah 2 Yogyakarta*. As well, it hopefully becomes one of evaluation tools for implementation of quality assurance of learning activities in class XI of *SMA Muhammadiyah 2 Yogyakarta*.

### **C. Suggestions**

Based on the research and collected information, the suggestions are as follows:

1. Principal and the vice principal of curriculum of *SMA Muhammadiyah 2 Yogyakarta*, are suggested to improve the supervision of learning processes by managing supervision, evaluation, and monitoring of the teaching learning process at *SMA Muhammadiyah 2 Yogyakarta*. Principal as policy makers in the schools are expected to monitor the learning process until the evaluation, to get the optimal learning quality assurance. And for the vice principal of curriculum as the policy grantor on the activities of the learning process needs to understand the quality management ISO 9001: 2008 for the preparation of the learning tools by classroom supervision can work well.
2. Teachers of class XI of *SMA Muhammadiyah 2 Yogyakarta* requires collaboration with students in the implementation of the learning process in the class, to motivate students to achieve a good quality of learning in the evaluation.

3. Students of Accounting Education Study Program, it can be one of references regarding quality assurance and awareness improvement. Besides, it can provide students strategies of the implementation of quality assurance by an institution.
4. Other researchers, it can be used as a reference in conducting research on the same topic, but with different strategies and problem solving that later research about evaluation of quality assurance of learning activities will be more developed to improve the quality of education.

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# APPENDIX

## **Appendix 1**

- **Observation Sheet**
- **Interview Guidelines**
- **Reduced Interview Transcripts**

**LEMBAR OBSERVASI**  
**EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU**  
**PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2**  
**YOGYAKARTA**

<b>NO</b>	<b>ASPEK YANG DIAMATI</b>	<b>DESKRIPSI HASIL PENGAMATAN</b>
<b>1</b>	Profil sekolah	
<b>2</b>	Visi-misi sekolah	

**PEDOMAN WAWANCARA**  
**EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU**  
**PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2**  
**YOGYAKARTA**

**Sumber Data/Informan:**

**Kepala Sekolah**

1. Kita mengetahui bahwa setiap di akhir pembelajaran seluruh guru akan mengadakan rapat bersama dengan Bapak/Ibu Kepala Sekolah, dimana rapat tersebut akan mengevaluasi proses dan hasil pembelajaran siswa selama satu semester. Evaluasi ada kaitannya dengan penjaminan mutu pembelajaran, menurut Bapak/Ibu seberapa pentingkah diadakannya penjaminan mutu pembelajaran kelas XI khususnya di SMA Muhammadiyah 2 Yogyakarta?
2. Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
3. Apakah hal-hal yang menghambat dan mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta? Lalu menurut Bapak/Ibu bagaimana cara mengatasi hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta?
4. Bagaimana peran Bapak/Ibu sebagai kepala sekolah dalam meningkatkan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

5. Dalam proses penjaminan mutu pembelajaran kelas XI, seberapa besar keterlibatan peserta didik atau wali murid dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
6. Dalam pelaksanaan penjaminan mutu pembelajaran kelas XI, bisakah Bapak/Ibu jelaskan peranan Dikdasmen dalam mendukung upaya penjaminan mutu pembelajaran di SMA Muhammadiyah 2 Yogyakarta khususnya kelas XI?

**PEDOMAN WAWANCARA**  
**EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU**  
**PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2**  
**YOGYAKARTA**

**Sumber Data/Informan:**

**Wakil Kepala Sekolah Bidang Kurikulum**

1. Kita mengetahui bahwa setiap di akhir pembelajaran seluruh guru akan mengadakan rapat bersama dengan Bapak/Ibu Kepala Sekolah, dimana rapat tersebut akan mengevaluasi proses dan hasil pembelajaran siswa selama satu semester. Evaluasi ada kaitannya dengan penjaminan mutu pembelajaran, menurut Bapak/Ibu seberapa pentingkah diadakannya penjaminan mutu pembelajaran kelas XI khususnya di SMA Muhammadiyah 2 Yogyakarta?
2. Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
3. Apakah hal-hal yang menghambat dan mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta? Lalu menurut Bapak/Ibu bagaimana cara mengatasi hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta?
4. Bagaimana peran Bapak/Ibu sebagai kepala sekolah dalam meningkatkan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

5. Dalam proses penjaminan mutu pembelajaran kelas XI, seberapa besar keterlibatan peserta didik atau wali murid dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
6. Dalam pelaksanaan penjaminan mutu pembelajaran kelas XI, bisakah Bapak/Ibu jelaskan peranan Dikdasmen dalam mendukung upaya penjaminan mutu pembelajaran di SMA Muhammadiyah 2 Yogyakarta khususnya kelas XI?

**PEDOMAN WAWANCARA**  
**EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU**  
**PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2**  
**YOGYAKARTA**

**Sumber Data/Informan:**

**Guru Kelas XI**

1. Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
2. Bagaimana peran Bapak/Ibu sebagai guru kelas XI dalam meningkatkan penjaminan mutu pembelajaran kelas XI?
3. Bisakah Bapak/Ibu jelaskan hal-hal yang mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi kepala sekolah dan jajarannya, dari sisi guru-guru, serta dari sisi siswa-siswanya?
4. Lalu hal-hal apa yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta? Bisakah Bapak/Ibu jelaskan?
5. Dalam proses penjaminan mutu pembelajaran kelas XI, seberapa besar keterlibatan siswa atau wali murid kelas XI dalam pelaksanaan penjaminan mutu pembelajaran di SMA Muhammadiyah 2 Yogyakarta?
6. Dalam pelaksanaan penjaminan mutu pembelajaran kelas XI, bisakah Bapak/Ibu jelaskan peranan Dikdasmen dalam mendukung upaya penjaminan



mutu pembelajaran di SMA Muhammadiyah 2 Yogyakarta khususnya di kelas XI?

## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

Hari/Tanggal : 25 Februari 2016

Pukul : 10.00-11.00

Tempat : SMA Muhammadiyah 2 Yogyakarta

Responden : Kepala Sekolah

Nama : Drs. H. Slamet Purwo

Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran

1. Peneliti : Kita mengetahui bahwa setiap di akhir pembelajaran seluruh guru akan mengadakan rapat bersama dengan Bapak/Ibu Kepala Sekolah, dimana rapat tersebut akan mengevaluasi proses dan hasil pembelajaran siswa selama satu semester. Evaluasi ada kaitannya dengan penjaminan mutu pembelajaran, menurut Bapak/Ibu seberapa pentingkah diadakannya penjaminan mutu pembelajaran kelas XI khususnya di SMA Muhammadiyah 2 Yogyakarta?

Kepsek : Sangat penting karena kita mengevaluasi kegiatan kita selama satu semester. Dengan bingkai namanya rapat dewan guru. Yang pertama kita menyeragamkan metode penilaian yang sudah dilakukan kemudian mendiskusikan siswa, karena siswa yang kita nilai aspek kognitif, aspek sikap, aspek keterampilan. Masing-masing ranah anak punya kelebihan masing-masing mungkin di

kognitif agak kurang tapi di keterampilan dia agak lebih sikapnya. Jadi masing-masing anak punya potensi untuk lebih di masing-masing ranah itu. Guru juga harus banyak berkomunikasi, artinya jangan sampai guru mengambil kesimpulan dari ranah yang dia pahami. Kita ketahui dari kurikulum 2013 bahwa penilaian berkaitan dengan masalah masukan berbagai guru juga, aspek yang kedua aspek yang kita ambil adalah aspek tindak lanjut, jadi ketika ada siswa yang nilainya kurang apa tindak lanjut dari pihak sekolah untuk anak tersebut. Untuk kurikulum 2013 sendiri dimungkinkan untuk semester 1 itu nanti nilainya bisa diadakan semacam perbaikan untuk semester 2 karena kalau tidak adanya perbaikan, satu sisi peserta didik tidak diberi kesempatan perbaikan karena persyaratan kenaikan kelas disitu hanya boleh jika nilainya kurang dari 3 komponen, jadi 1 pelajaran ada 3 komponen yaitu ada kognitif, sikap, keterampilan. Ini kalau 1 mapel saja si peserta didik sudah kurang semua, maka peserta didik sudah termasuk tidak naik kelas. Maka dari itu akan sangat rawan jika peserta didik tidak naik kelas, makanya kita persiapkan kalau peserta didik kurang di bagian kognitif nanti kita adakan perbaikan atau remidi. Kalau untuk sikapnya ada juga untuk remidi, yaitu sikapnya itu ada dengan cara perbaikan sikapnya tiap hari itu ada.

2. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran

kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Kepsek : Kalau keterlaksanaan penjaminan mutu pembelajaran di sekolah ini secara umum Alhamdulillah berlangsung dengan baik dengan dikontrol dari sekolah dari aspek pembelajaran. Semua guru diawal semester diadakan rapat atau semacam workshop yang berkaitan dengan yang paling urgen adalah penyusunan perangkat pembelajaran. Penyusunan perangkat pembelajaran itu sangat menentukan sekali, karena selama berapa kali pertemuan nanti kita bisa rancang, nanti ada penyesuaian benang merahnya antara silabi, program tahunan (prota), program semester (prosem), sama RPP nya. Metode penilaian metode pengajaran nanti kita buat secara bersama-sama. Jadi nanti sekolah akan memberikan waktu dimana dalam waktu tertentu sekitar satu setengah bulan dari penyusunan itu selanjutnya akan dikumpulkan, kemudian nanti rancangan dari kepala sekolah yang kita lakukan seperti itu. Bapak/ibu guru akan mengajar dengan bagus kalau rancangannya itu tertulis. Jadi kita dikendalikan oleh rancangan yang kita buat, dimana rancangan yang dibuat tersebut adalah salah satu bagian dari aspek penjaminan mutu pembelajaran di sekolah. Kemudian yang kedua adalah supervisi kelas yang dimana supervisi itu dilakukan oleh kepala sekolah. Karena guru kita yang ada disini berjumlah 64 orang, maka dari itu tidak mungkin kepala sekolah mengukur sendiri semuanya. Maka dari itu, kita bagi kepada

guru-guru senior dan serumpun untuk kita tugasi. Sehingga 1 guru senior dan 5-6 guru yang supervisi termasuk dengan kepala sekolah untuk mensupervisi sendiri guru-guru yang menjadi supervisor tadi lalu wakil kepala dan guru senior tadi yang instruksi kepala sekolah. Kepala sekolah juga disupervisi oleh pengawas Pembina, jadi saya bisa ngomong karena saya juga di instruksi oleh pengawas Pembina. Pengawas pembina itu dari Dinas Pendidikan Kota Yogyakarta, dan yang menjadi pengawas Pembina tersebut yang menginstruksi kepala sekolah jadi guru ketika dikelas. Kemudian penjaminan mutu kita secara manajemen itu kita memiliki sistem manajemen ISO. Sehingga apa yang dilakukan sekolah tertata dengan baik, baik administrasi, maupun dari segi pelaksanaan. Jadi dengan adanya sistem manajemen ISO, jika diibaratkan secara umum itu kita memberikan pelayanan kepada pelanggan lalu pelanggan tersebut adalah lembaga perseorangan yang memanfaatkan sekolah kita sehingga kita yang memberikan pelayanan kepada pelanggan kita dalam hal ini memanfaatkan sekolah kita, maka dia akan merasa terlayani dengan baik. Kemudian yang berikutnya juga untuk meningkatkan kualitas, supaya sekolah kita tetap bertahan kita adakan workshop-workshop. Workshop-workshop yang diadakan itu untuk guru sendiri dan untuk karyawan sendiri. Biasanya workshop yang diadakan untuk guru bertemakan bahwa menjadi

guru itu harus mendidik dengan hati, karena tidak selamanya kan kita mentransfer ilmu tetapi sebagai guru kita harus menyadari bahwa anak-anak yang bersekolah di SMA Muhammadiyah 2 Yogyakarta ini punya potensi, baik itu potensi keterampilan, potensi keilmuan, keolahragaan, semua peserta didik pasti memiliki potensi. Sehingga potensi itu kita bangkitkan melalui guru dan dengan itu maka kita bekali guru kita untuk menjadi seorang guru yang mendidik dengan hati. Selain workshop, kita juga mengadakan pertemuan rutin, untuk karyawan seminggu sekali, di pengajian jumat pagi itu. Kalo guru dan karyawan secara umum diadakan sebulan sekali setiap tanggal 25.

3. Peneliti : Apa hal-hal yang menghambat dan mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta? Lalu menurut Bapak/Ibu bagaimana cara mengatasi hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta?

Kepsek : Kalau yang menghambat menurut saya tidak terlalu terlihat selama keterlibatan saya selama 3 tahun disini. Alhamdulillah guru-guru mengajar dengan baik, hanya ada satu saja faktor yang menghambat yaitu saat perubahan kurikulum itu kita harus mengarahkan para guru supaya pola pikir guru itu di kembalikan supaya siswa itu harus kita berdayakan potensi-potensinya.

Karena semua guru itu masih beranggapan bahwa guru merupakan sumber ilmu. Padahal untuk sekolah sekarang itu kan yang kita berdayakan itu ya para peserta didiknya agar anak itu tidak sebagai tabung yang kosong karena mereka sudah punya potensi dan punya bekal sehingga guru hanya sebagai fasilitator saja sehingga itu yang perlu kita arahkan pola pikirnya. Semenjak kurikulum 2013 ditetapkan sekolah kita langsung berubah kurikulumnya, jadi dari KTSP berubah ke K13. Dan dulu dengan adanya perubahan kurikulum tersebut sekolah sempat keteteran tapi itu hanya masalah kecil saja. Menurut saya masalah itu merupakan masalah perubahan dari segi teknik yang dulu laporan hasil evaluasi hasil belajar atau rapot itu hanya beberapa lembar, tetapi sekarang menjadi berlembar-lembar. Dulu nilainya hanya dari nilai harian, lalu dari nilai ujian tengah semester dan dari nilai ulangan umum sekarang guru harus mencermati nilai dari setiap pertemuan, sudah hanya itu saja. Kemudian juga karena berubah-ubahnya status dari peraturan kurikulum 2013. Dengan adanya faktor yang menghambat tersebut cara-cara saya untuk mengatasinya adalah dengan cara berkomunikasi dengan para guru. Yang namanya kepala sekolah itu kan orang yang diberi jabatan yang di amanahi jabatan, kepala sekolah bukan supervisi yang anda sering dengar adalah superteam apakah tim dari orang-orang muda yang punya potensi. Maka dari itu saya

mengakomodasi dari pola pikir dan keilmuan para guru. Dan disini saya sifatnya nanti hanya mengkoodinir para guru, maka dari itu semuanya bisa berjalan dengan baik dan saya bisa memahami mereka.

4. Peneliti : Bagaimana peran Bapak/Ibu sebagai kepala sekolah dalam meningkatkan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Kepsek : Kalau peran kepala sekolah itu yang mengerakkan sebuah lembaga pendidikan tingkat sekolah memang harus dari kepala sekolah. Karena kalau yang lain itu tinggal manut saja, kalau kepala sekolah itu diam mereka dalam hal ini para guru juga akan diam. Tetapi kalau kepala sekolah bergerak, maka mereka juga akan mengikuti gerakanya kepala sekolah. Sehingga perannya kepala sekolah dalam hal ini sangat-sangat penting karena kepala sekolah yang berperan untuk mengerakkan penjaminan mutu pembelajaran di sekolah.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran, seberapa besar keterlibatan peserta didik atau wali murid dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Kepsek : Untuk keterlibatan peserta didik kebetulan saya pernah menjadi wakil kepala bagian kesiswaan kita juga menjaring aspirasi dari anak-anak ketika jam-jam istirahat. Jadi anak-anak memberikan



pendapatnya sehingga kita mengerti apa yang diinginkan oleh anak-anak. Dari situ pendapat anak-anak kita jaring dan disitulah saya menerima masukan dari anak-anak yang dimana nantinya kita akan jadikan sebagai bahan diskusi dalam rapat staf seminggu sekali itu. Kalau dari orang tua jelas mbak, karena saya juga terbuka dengan orang tua. Secara formal orang tua berkoodinasi dengan sekolah ya paling tidak kan orang tua juga memberi masukan ke sekolah disamping masukan-masukan yang diberikan oleh orang tua disaat barang kali anaknya ada masalah atau mungkin barang kali tidak ada masalah mereka datang kesekolah untuk mengobservasi. Pernah kita jelaskan kepada orang tua tentang kurikulum 2013 itu bahwa anaknya merasa dimana kurikulum 2013 membuat beban peserta didik terlalu banyak atau besar karena tugas-tugas dari guru. Karena kan kurikulum 2013 itu guru mata pelajaran memberikan tugas cukup banyak yang dimana sudah diukur oleh gurunya itu nanti sehingga bisa dilaksanakan oleh anak dalam waktu sekian. Begitu pula dengan guru-guru mata pelajaran yang lain juga seperti itu sehingga anak ini merasa keberatan dengan beban yang diberikan tersebut dan kemudian dia melapor kepada orang tuanya. Lalu orangtuanya kebetulan merupakan seseorang yang ahli dalam bidang pendidikan dan beliau datang ke sekolah untuk memberikan masukan kepada sekolah. Setelah kami telusuri

ternyata anak ini memang tidak bisa membagi waktunya dengan baik karena tugasnya itu ditunda-tunda, sehingga dia merasa diakhir semester semua penilaiannya ditagih dan disitu dia merasa berat. Lalu bersama-sama kita cari solusinya, orang tua memahami kalau memang anaknya kebetulan tidak bisa membagi waktu dengan baik kemudian diarahkan oleh sekolah dan memang orang tua dari anak tersebut kebetulan juga ahli pendidikan dan anaknya sekarang tidak masalah. Orang tua juga berperan penting secara formal lewat forum yang diadakan oleh sekolah, secara non formal kapanpun juga bisa memberikan masukan dengan baik.

6. Peneliti : Dalam pelaksanaan penjaminan mutu pembelajaran kelas XI, bisakah Bapak/Ibu jelaskan peranan Dikdasmen dalam mendukung upaya penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
7. Kepsek : Dikdasmen baik daerah atau wilayah itu sangat besar karena SMA Muhammadiyah 2 Yogyakarta ini kan berada di dua payung, yaitu Dinas Pendidikan Kota Yogyakarta sebagai dinas yang bertanggung jawab sebagai syarat kenegaraan dan majelis pendidikan dasar dan menengah sebagai payung persyaratan sekolah kita. Peran dari majelis di daerah atau wilayah itu kami selaku wakil itu sangat besar karena beliau mendukung Muhammadiyah untuk masuk mengikuti kurikulum 2013. Kami

juga di kumpulkan di Majelis Dikdasmen wilayah waktu itu untuk bagaimana cara menyikapi kurikulum 2013. Di samping itu juga ada pertemuan rutin kepala sekolah untuk pertemuan dengan Dikdasmen baik daerah atau wilayah. Kalau di daerah itu sebulan sekali, sedangkan kalau wilayah yang rutin adalah menjelang ulangan umum bersama itu biasanya ada rapat dinas untuk membahas semua hal. Kalau ada sesuatu yang ingin disampaikan kepada sekolah itu Dikdasmen akan memanggil kami. Di samping itu Dikdasmen daerah atau wilayah juga sering rawuh ke sekolah.

## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

Hari/Tanggal : Rabu, 03 Maret 2016

Pukul : 09.00-09.30

Tempat : SMA Muhammadiyah 2 Yogyakarta

Responden : Wakil Kepala Sekolah Bidang Kurikulum

Nama : Sri Lestari, M.Pd.Si

Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran

1. Peneliti : Kita mengetahui bahwa setiap di akhir pembelajaran seluruh guru akan mengadakan rapat bersama dengan Bapak/Ibu Kepala Sekolah, dimana rapat tersebut akan mengevaluasi proses dan hasil pembelajaran siswa selama satu semester. Evaluasi ada kaitannya dengan penjaminan mutu pembelajaran, menurut Bapak/Ibu seberapa pentingkah diadakannya penjaminan mutu pembelajaran kelas XI khususnya di SMA Muhammadiyah 2 Yogyakarta?

Wakasek : Menurut ibu penjaminan mutu pembelajaran di sekolah itu sangat penting sekali karena memang untuk mengontrol kegiatan pembelajaran yang sudah dilakukan oleh para guru khususnya di sekolah kita. Di samping itu juga untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan apakah hasil pencapaian telah sesuai dengan yang apa yang sudah ditargetkan oleh sekolah

atau tidak. Istilahnya untuk mencari solusi-solusi yang dihadapi oleh guru saat proses pembelajaran berlangsung.

2. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI diSMA Muhammadiyah 2 Yogyakarta?

Wakasek : Ya sebenarnya keterlaksanaan penjaminan mutu pembelajaran di sekolah kami itu sudah berjalan dengan baik, tetapi masih belum maksimal. Karena memang banyak kendala-kendala yang dihadapi yaitu berkaitan dengan masalah waktu, masalah keterlibatan dan semua unsur-unsur dari guru juga belum berjalan secara maksimal.

3. Peneliti : Apa hal-hal yang menghambat dan mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta? Lalu menurut Bapak/Ibu bagaimana cara mengatasi hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI dari sisi guru di SMA Muhammadiyah 2 Yogyakarta?

Wakasek : Kalau faktor dari sisi guru yang mendukung itu menurut saya ya keterlibatan guru ketika sedang melaksanakan proses pembelajaran ketika di kelas. Kemudian menurut saya para guru di sekolah ini sudah cukup baik dalam hal menjalankan tugasnya sebagai seorang guru, tetapi kinerja para guru disini tetap perlu ditingkatkan. Kalau dari sisi guru disamping keterlibatan juga diperlukan masukan-masukan dari guru itu sendiri, yang

menghadapi kegiatan pembelajaran langsung ketika di kelas kan memang gurunya. Nah kalau penjaminan mutu pembelajaran itu sendiri kalau menurut saya memang perlu ya, karena antara guru dan peserta didik saling terlibat dalam penjaminan mutu pembelajaran. Apalagi peserta didiknya itu kan istilahnya sebagai objek untuk kegiatan pembelajaran oleh guru. Kalau yang menghambat menurut saya itu biasanya begini mbak, anak-anak itu terkadang sering melihat siapa gurunya, apa mata pelajarannya, juga jam mata pelajaran yang berlangsung. Jadi menurut saya ya itu wajar mbak kalo ramai di dalam kelas, namanya juga anak-anak pasti memiliki titik jenuh. Tinggal tergantung gurunya karena yang paling berpengaruh itu di guru, di pengelolaan ketika guru berada di dalam kelas. Walaupun terkadang jam terakhir kalau guru mata pelajaran yang istilahnya walaupun santai atau mata pelajarannya membosankan atau peserta didiknya sudah mulai capek, tetapi kalau gurunya bisa mengkondisikan pasti suasana kelasnya tetap bagus kok. Untuk cara mengatasinya ya kita komunikasi mbak baik itu antara guru dengan peserta didik maupun guru dengan jajaran pimpinan di sekolah. Pokoknya disini kita komunikasikan, istilahnya bersama-sama cari solusi untuk mencari jalan keluarnya. Selain itu kita juga rutin rapat wali kelas dalam waktu tiga bulan sekali. Terus

rapat dengan bapak/ibu guru itu juga ada 3x dalam satu semester yaitu di awal pertengahan semester dan akhir semester.

4. Peneliti : Bagaimana peran Bapak/Ibu sebagai wakil kepala sekolah bidang kurikulum dalam meningkatkan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Wakasek : Saya sebagai wakil kepala sekolah bidang kurikulum disini yang mempunyai tanggung jawab untuk melaksanakan, menjalankan penjaminan mutu pembelajaran di SMA Muhammadiyah 2 Yogyakarta ini. Disini saya perannya itu ya yang pertama sebagai leadernya di bawah bapak kepala sekolah dan yang kedua disini saya berperan sebagai pengontrol penjaminan mutu pembelajaran dan yang terakhir saya juga sebagai salah satu pelaksana dari penjaminan mutu pembelajaran ketika di kelas juga, karena kan saya juga sebagai guru fisika di kelas XI.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran, seberapa besar keterlibatan peserta didik kelas XI atau wali murid kelas XI dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Wakasek : Komite ya dalam hal ini, ada komite tetapi tidak begitu maksimal. Kita libatkan itu misalnya awal di kegiatan pelajaran, dipertengahan sama diakhir. Biasanya komite ini kita libatkan itu ketika kita menjelang untuk menentukan pleno, ya kenaikan pleno kelulusan. Jadi pada saat kita memutuskan istilahnya nasib anak

lah ya itu kita tetap mengundang atau melibatkan pengurus tapi ya menurut saya itu kurang maksimal juga karena memang sudah komite itu tidak setiap saat seperti itu. Tapi untuk akhir-akhir ini komite sudah mulai berperan aktif, rapatnya tetap dengan sekolah kita mengadakan rapat evaluasi tentang bagaimana pelaksanaan proses penjaminan mutu pembelajaran atau bisa juga kita melibatkan guru yang kita undang.

6. Peneliti : Dalam pelaksanaan penjaminan mutu pembelajaran, bisakah Bapak/Ibu jelaskan peranan Dikdasmen dalam mendukung upaya penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Wakasek : Untuk dikdasmen itu istilahnya sebagai lembaga seperti Dinas Pendidikan ya. Jadi sekolah kita ini kan dibawahnya Pimpinan Dasar Muhammadiyah (PDM) jadi ketika kita memposisikan untuk konsultasi, untuk ijin, dan semua yang berkaitan tentang sekolah dan kalau kita akan memutuskan suatu kebijakan kita perlu konsultasi dengan Majelis Dikdasmen. Dikdasmen dengan Dinas Pendidikan itu setara, jadi kita punya dua lembaga yang memayungi sekolah kita. Sehingga setiap kali ada event, ada kebijakan atau ada kegiatan yang mau dilaksanakan ditempat kita, kita akan konsultasi dan kita akan minta rekomendasi dari kedua belah pihak itu.



## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

Hari/Tanggal : Senin, 07 Maret 2016

Pukul : 09.00-11.00 WIB

Tempat : SMA Muhammadiyah 2 Yogyakarta

Responden : Guru Kelas XI

Nama : Sariyana, M.Pd.

Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran

1. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Keterlaksanaan untuk penjaminan mutu pembelajaran itu sendiri kita mengacu ke delapan standar yaitu ada penilaian, ada proses, ada isi, ada standar kompetensi lulusan yang dimana masing-masing pelajaran mempunyai standar kompetensi lulusan itu. Kemudian dari standar kompetensi lulusan diturunkan di silabus kemudian silabus dijabarkan di rencana pelaksanaan pembelajaran baru di rencana pelaksanaan pembelajaran akan di implementasikan. Kira-kira disitu akan terlihat ada tidaknya satu penyimpangan baik segi materi ataupun waktu karena waktu harus di pikirkan tentang ketepatan waktu untuk menghitung mata pelajaran selama berapa jam. Dimana keterlaksanaan itu adalah dari pihak kurikulum itu akan selalu memantau terutama

tentang proses pembelajaran. Proses pembelajarannya itu sendiri akan dilihat ada tidaknya satu tagihan, baik itu tagihan terstruktur maupun tidak terstruktur semua itu ngontrolnya di jurnal kelas. Yang membuat jurnal kelas itu adalah pihak sekolah bagian kurikulum. Kemudian tiap pagi kita mengambil kemudian guru yang akhir itu membawa ke ruang guru lagi dan pihak kurikulum akan ngecek. Yang kosong ada atau tidak, kalau ada yang kosong nanti guru tersebut akan di ingatkan. Sebenarnya tidak diharuskan tetapi kalau ada harus dibuat, terus kalau itu dibuat akan menghabiskan waktu berapa lama. Lalu setelah berapa lama kemudian di lihat untuk di nilai, kemudian dari nilai bisa dilihat untuk mengevaluasi kira-kira materi akan diberikan lewat penugasan atau menambah penugasan atau justru jika memberatkan itu bisa dilihat dari hasil itu. Itu kalau tugas, kalau ulangan bisa per Kompetensi Dasar (KD) bisa beberapa KD dijadikan satu. Misalnya ulangan blok, nanti ulangan harian per tema, ada yang per KD, kalau antar KD namanya blok. Yang dimana itu akan menyesuaikan materi, kalau ulangan ya sama nanti ada remidi ada pengayaan. Sebenarnya nilai kan sebagai satu pendekatan kompetensi pada peserta didik. Kalau yang menguasai itu dalam pembelajarannya bisa menerima kalau yang kurang berarti perlu di perhatikan itu untuk remidi dan pengayaan nah setelah itu yang kita lihat adalah nilai KKM kita. Untuk KKM

sendiri, di seluruh sekolah KKM disamakan yaitu 67. Menurut saya ini sebuah kekeliruan besar karena dulu pada waktu sebelum ada perubahan penilaian itu dulu KKM kita 65 ini yang KKM Nasional kita menentukan masing-masing mata pelajaran di Muha diminimalkan 76 berarti kalau secara di nasional tuntas, tetapi kalau di Muha belum karena memang targetnya 76. Itu ada Permendikbud yang baru itu mengatakan 67 atau 2,67. Nah ini kita pemahamannya sangat keliru semua mapel ya ini 67. Nah ini satu kekeliruan yang sangat fatal, nah terus ini dari pemetaan kemarin gak boleh kaya gini, nah nanti kita benahkan yang tidak bisa, di penjaminan mutu ini merupakan temuan, temuan memang bisa karena regulasinya atau peraturannya atau memang kita dilapangan kalau kita ini berada di pemahaman regulasi, perubahan regulasi gak bisa 1-2 minggu tapi paling tidak tahun ajaran baru nanti kedepan kita rubah ini, ini untuk yang KKM semuanya sama 2,67 atau kalau diangkakan 67, kemudian untuk penilaian kita ada yang konversi ada yang langsung dibulatkan kalau tuntutan dari perguruan tinggi itu minta yang bulat tidak yang konversi. Kalau konversi yang kaya gini ada yang a b c d ada yang d ini yang menjadi miss komunikasi dengan dinas, kemarin adanya pemetaan administrasi kita ini langsung ini kan belum tepat. Justru kurikulum 2013 inilah yang mempengaruhi mbak, kalau KTSP malah bebas terus adanya remidi atau

pengayaan itu bagi guru atau siswa memudahkan berkomunikasi siswa terkait dengan hasil belajar dan tidak ada istilahnya tidak tuntas atau tidak lulus itu tidak ada karena saling mengoreksi kalau siswa tidak tuntas berarti ada remidi, kalau remidinya tidak bisa ini jangan salahkan siswa tapi gurunya. Guru juga menyesuaikan diri kira-kira gurunya waktu memberikan remidi tepat atau tidak. Di kurikulum 2013 kalau siswa tidak kebangetan ya itu tidak ada yang namanya siswa yang tidak naik, kemungkinan naik. Sekarang gini nilai sekian kok tidak tuntas langsung nemuin gurunya kalau itu kurang 30% itu remidi individu. Tetapi kalau lebih dari 30% remidi kelas nah remidi kan tidak sekedar memberi nilai tapi juga memberikan penguat materi, ada kecenderungan di tingkat wilayah SMA anak-anak remaja itu tidak mau tahu. Dengan adanya kurikulum seperti ini soal SKMnya keterlaksanaannya bagaimana bisa ketahuan bisa dipantau dengan nilai yang kita lihat hasilnya. Kemudian untuk nilai kita lihat proses dikuatkan oleh sumber proses pembelajaran disini kan kita bisa menerapkan metode pembelajaran atau model-model pembelajaran nah kira-kira gurunya sudah siap belum menerapkan model-model pembelajaran itu. Dengan adanya kita diberi informasi diberi penjelasan diberi pencerahan dari pihak pengawas itu sudah minim itu yang ceramah. Minimal siswa mengamati langsung lewat film terus nanti terjadi diskusi dengan

teman-teman, terus nah ini sangat ironis kalau kita melarang siswa membawa HP, karena HP itu merupakan salah satu sumber tapi kita bagaimana melakukan pengawasan kita menyadarkan bahwa HP itu bukan hanya untuk sekedar game itu juga bisa dimanfaatkan sebagai sumber. Pada saat ulangan biasanya saya menggunakan sistem open book dan open net karena siswa sekarang dengan yang dulu berbeda yang dulu mungkin menggunakan ingatan sekarang gak bisa seakan dengan pola pikir kritis kecuali kalau ujian itu berbeda sistemnya.

2. Peneliti : Bagaimana peran Bapak/Ibu sebagai guru kelas XI dalam meningkatkan penjaminan mutu pembelajaran kelas XI?

Guru : Yang jelas sejarah itu siswa beranggapan pelajaran sejarah itu siswa pasti ngantukan nah itu saya berusaha untuk saya rubah bagaimana caranya. Nah medianya banyak tadi dengan metode pembelajaran saya cenderung ada penugasan yang saya terlibat penugasan tersebut siswa merasa disitu saya perlu dengan penugasan itu, kemudian kesehariannya dikelas saya terlibat siswa terlibat dan saya mampu saya merasakan saya mampu seperti kerja kelompok terus dengan adanya satu tugas yang menjadi satu tantangan bagi dirinya. Sebagai contoh, tugas peran tokoh dikelas XI ada peran tokoh nah di tugas saya memberikan tugas kepada siswa saya untuk mengumpulkan 100 tokoh dikertas folio, kemudian ditempel dan ditengah-tengah silahkan diberi foto

kamu. Nah dalam tugas yang saya berikan itu ada juga siswa yang berfoto dengan ibunya dan dia beralasan ibu saya juga pahlawan. Nah itu berarti kan siswa saya kritis, dia sekarang kalau ingatan kan keluar kelas sudah lupa tapi kalau sikap kritis kaya gitu masih teringat ya. Ini tantangan mutu di era kurikulum 2013 kerja kelompok jelas, terus di dalam proses pembelajaran ada 3 tahap pembukaan, inti, penutup. Ini dilihat dari pembukaan ini sedikit guru sebagai pengantar kalau dalam kegiatan inti ini hak siswa milik siswa nah bagaimana guru memberikan kesempatan untuk siswa untuk berpartisipasi terlibat, kalau saya 90 menit yang didepan paling cuma 15 menit, yang diakhir 15 menit yang 60 menit untuk siswa baik itu individu atau kelompok itu siswa ada cuma kita memantau kalau dikelas kurang hidup atau gimana kita beri permainan nah ini uniknya di kurikulum 2013. Kalau jenuh boleh memberikan eks speaking dulu ada hanya saja tidak di formalkan kan. Kalau di kurikulum 2013 di formalkan, di legalkan misal memotivasi atau memecahkan suasana itu bisa pakai bahkan di kegiatan inti bisa pakai model-model panel atau gembira kalau kita amati kalau kita tepat metode yang disampaikan itu senang muridnya senang gurunya senang. Bagaimana dengan siswa ataupun dengan orang tua? Kalau siswa aktif metode ini senang kalau siswa tidak aktif siswa cenderung dibebani, karena banyak tugas. Itu untuk standar isi, standar

kompetensi lulusan, penilaian kemudian proses itu yang harus diperhatikan di penjaminan mutu itu yang selalu dipantau oleh bidang kurikulum. Kalau faktor pendukung tadi ada faktor pendukung atau tidak? Alhamdulillah di kelas itu sudah ada CCTV ada LCD jadi kalau mau memanfaatkan CCTV untuk penelitian diminta juga bisa. Semua kelas di sekolah ini ada CCTV. Cuma yang tambahan itu sekarang wifi, wifi masih beberapa tempat saja belum keseluruhan kelas makanya kita belum berani untuk e-learning padahal kita sudah ditanamkan program e-learning ini. Kalau memang sudah siap kita mau memakai e-learning terus di webnya sudah menggunakan program e-learning kan tapi jarang, jarang menggunakan karena keterbatasan ini. Untuk pemasangan wifi ini sendiri menurut saya tidak perlu ada ketakutan akan disalahgunakan oleh anak-anak. Kalau sekarang apa sih yang ditakutkan sekarang mental dulu. HP itu bisa bermanfaat, bisa untuk menghubungi bisa untuk kejahatan, nanti kalau ini bermanfaat untuk masal, seperti HP kalau digunakan sebagai sumber bisa bermanfaat, kalau untuk nonton gambar untuk game ya itu jelas. Kalau menyadarkan di kelas agar HP itu benar-benar bermanfaat sebagai sumber makanya kita bagaimana membuat HP dibuat sebagai sumber pas pelajaran untuk pengembangan medianya ya pakai itu. Jadi pas masuk tidak bawa HP bukan karena wah tidak bisa ngame tapi tidak bisa cari

sumber. Kalau di kurikulum 2013 itu wawasannya lebih luas siswa daripada guru. Jadi kalau siswanya aktif kalau guru tidak mau kalah makanya guru juga harus aktif.

3. Peneliti : Bisakah Bapak/Ibu jelaskan hal-hal yang mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
- Guru : Yang pertama adalah pengelolaan, pengelolaan disini pengelolaan manajemen keuangannya bagaimana. Ya, Alhamdulillah selama itu untuk siswa kita diberikan kesempatan misalnya penugasan keluar seperti kunjungan museum penelitian itu dikoodinir itu pasti kita pakai terus yang tenaga pendidikan itu ada fasilitas untuk mengembangkan ilmunya mau seminar kuliah dibiayai oleh sekolah akan tetapi hanya berapa persen. Itu mengenai untuk peningkatan mutu pembelajaran, untuk biaya kita menarik diawal pembelajaran kita untuk kegiatan selama 1 tahun. Yang jelas kita ada pemantauan tentang proses keberlangsungan pembelajaran. Nah yang menjamin penjaminan mutu pembelajaran di sekolah itu ya pelaksana, dan disini pelaksana itu adalah kepala sekolah, salah satu yang pendukung paling utama itu kan kepala sekolah. Kenapa, karena kalau penjaminan mutu pembelajaran kan milik kita bersama artinya milik lembaga, lembaga punya sopir punya pimpinan, nah kalau pimpinannya komit, komitmen untuk meningkatkan mutu menjaga mutu nanti bawahannya ikut. Tetapi



kalau sebaliknya kalau kendor tidak mau maju bawahnnya ikut-ikutan. Nah kalau faktor pendukung penjaminan mutu pembelajaran menurut saya yang dari wali kelas, ya itu guru saling tukar informasi saling curhat-curhatan dengan siswa kalau untuk siswa hanya pendekatan, ya kita mengajar dengan hati.

4. Peneliti : Lalu hal-hal apa yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Hal-hal yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI yaitu adalah kalau tidak terjadi kerjasama dari wali kelas, BK, antar guru sesama guru, dan orang tua. Dalam hal ini setiap kelas ada guru BK, karena sekarang kan BK harus mengampu 150 siswa, kalau tidak sampai segitu nanti tidak bisa sertifikasi. Nah kalau siswa kebablasan ini nanti urusannya sama BK dan wali kelas, ini ada kerja sama untuk menangani kalau tidak ada kerja sama ya nanti mengalami kesulitan. Kalau guru sekarang ini cenderung kondusif karena kalau kita tidak berangkat tidak ada surat dari kepala sekolah kita dianggap alfa walaupun disekolah kita punya kesibukan tetap dianggap alfa, alfa 3 hari nanti berpengaruh pada pencairan sertifikasi.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran kelas XI, seberapa

besar keterlibatan peserta didik kelas XI, wali murid kelas XI dan wali kelas XI dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Wali murid itu cukup sebagai support yang paling utama sebagai contoh kita memberikan tugas terstruktur itu tanpa orang tua itu juga tidak dapat terlaksana karena itu tugas luar hari libur atau apa itu diluar terus orang tua yang bertempat itu sebagai pemantau, pengawas ya itu guru dirumahnya, kemudian wali murid itu juga memberikan informasi bahwa siswa itu benar-benar mengerjakan misalnya tugas ada yang di tanda tangani oleh orang tua. Itu tuntutan akreditasi tugas siswa yang diberi semacam kalimat pembinaan atau apa untuk materi dikembalikan ke orang tua ditandatangani orang tua kemudian dikembalikan ke sekolah itu sebagai bukti otentik untuk tugas tersebut, kesalahan kita kemarin tidak begitu memperhatikan ini, untuk instrument yang ini tidak mencapai. kalau keterlibatan walikelas itu terutama dengan memberikan satu motivasi, atau teguran atau pembinaan kaitannya dengan tingkah laku siswa. Nah di awal ajaran baru itu atau awal semester khusus untuk wali kelas akan ada jurnal yang dibuat wali kelas ketika di awal untuk pembuatan program kelas strategi pembelajaran kemudian nanti 1 bulan sekali ada pengajian kelas di rumahnya siswa itu juga sebagai pembinaan wali kelas seperti itu nanti tiap bulannya ada, tiap

minggunya ada nanti wali murid paling gak bertemu dengan wali murid itu minimal 1 semester 4x itu awal ajaran baru, saat uts, uas, kenaikan kelas. Kalau kelas 3 sebelum ujian ada 4x jadi wali kelas sangat terlibat ya mbak.

## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

Hari/Tanggal : Senin, 07 Maret 2016

Pukul : 09.00-11.00 WIB

Tempat : SMA Muhammadiyah 2 Yogyakarta

Responden : Guru Kelas XI

Nama : Purwaningsih, S.Si

Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran

1. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Keterlaksanaan penjaminan mutu dikelas XI itu sudah berjalan bagus istilahnya anak-anak untuk keterlaksanaan pembelajaran itu saat ini kan sudah memakai kurikulum 2013. Berhubung saya adalah guru matematika jadi saya merasakan betul perbedaan antara matematika logig dengan matematika pemula.

2. Peneliti : Bagaimana peran Bapak/Ibu sebagai guru kelas XI dalam meningkatkan penjaminan mutu pembelajaran kelas XI?

Guru : Saya selalu menerapkan bahwa siswa itu tidak hanya menerapkan sebuah rumus tapi siswa itu benar-benar paham mengenai rumus ini bagaimana jalannya bagaimana yang terjadi untuk matematika itu berkesinambungan materinya berkesinambungan misalnya untuk mengerjakan limit kita harus turunan balailopital juga lebih mudah saya ingin siswa itu bukan hanya mengerjakan tetapi juga

paham saya yakin kalau bidang studi matematika kalau dia paham pasti dia pintar.

3. Peneliti : Bisakah Bapak/Ibu jelaskan hal-hal yang mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Dari RPP yang terlaksana ini saya mengajar di kelas XI yang pertama sehingga saya masih menggunakan irisan antara 2006 dengan 2013 karena kita langsung atau tidak langsung orientasi kita kan tetap ujian nasional ya kita sadari atau gak universitasnya membutuhkan nilai ujian nasional jadi dari situ standar kompetensi lulusan yang digunakan adalah irisan standar kompetensi lulusan 2006 dengan 2013. Irisan 2006 dengan 2013 itu irisannya jadi sebenarnya untuk tahun ini ujian untuk tahun ini 2013 sudah menerapkan irisan siswa itu diuntungkan. Diuntungkannya kenapa karena materinya lebih sempit jadi satu bab itu bisa 3 sampai 4 soal yang keluar.

4. Peneliti : Lalu hal-hal apa yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Kalau dari guru sendiri sebenarnya masih ada SDM yang belum siap, belum siapnya karena materi-materi yang saya melihatnya dari matematika itu hampir materi dikelas X ada yang diajarkan lagi dikelas XI tetapi itu yang dikelas luarnya jadi bentuknya kaya

obat nyamuk siklus ya lingkaran kita mengerjakannya ooh itu luarnya semakin kita masuk oh dalam-dalam dalam seperti itu, jadi banyak sekali materi-materi yang dikelas X nya itu sudah terbiasa dengan kurikulum 2006 kita memberikannya sudah semua jadi ada materi-materi di bab lain yang gak nyampai waktunya habis gitu sehingga kita harus banyak-banyak mengulang tetapi diuntungkannya kita untuk soal yang materi matematika peminatan kita bikin sendiri jadi kan kita bisa ngeset materi yang udah kita sampaikan atau belum itu kendala dari guru ya, kalau kendala dari siswa karena untuk kurikulum 2013 itu siswa dituntut untuk mengeksplor sendiri tapi ya tetep kita harus mancing jadi kita harus improve itu jadi belum bisa murni, belum bisa jalan seorang guru tetap memberikan stimulus-stimulusnya.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran, seberapa besar keterlibatan peserta didik kelas XI, wali murid kelas XI dan wali kelas XI dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Keterlibatan prosentase keterlibatan siswa untuk materi yang sedang materi yang sedang itu udah 60, 40 untuk 60nya itu siswa untuk materi yang sedang tetapi untuk materi-materi yang benar-bener susah dan abstrak ya contohnya irisan kerucut dengan abstrak oh ini lingkaran ini jika di iris seperti ini akan seperti ini akan benar-bener abstrak itu peran guru juga lebih besar ya

hampir 75% jadi belum bisa full tetapi untuk peran materi-materi yang menengah kebawah itu siswa sudah mendominasi. Untuk wali murid menurut saya disini kebetulan hampir lebih banyak yang dari luar ya jadi jadinya ini, terutama kelas saya itu lebih banyak orang yang luar jogja sehingga wali muridnya itu kita hanya via telpon tetapi mereka juga saling, kita juga punya grup yang wali kelas sebagai saya adminya jadi saya menarik orang tua-orang tua itu untuk undangan-undangan dari sekolahpun kita juga lewat whatsapp jadi walaupun kita titipkan keanak-anaknya kita juga memberikannya ke whatsapp itu, mau tidak mau mereka baca walaupun mereka tidak datang. Untuk penerapan kurikulum 2013 untuk saya bentuk ulangannya pilihan ganda tapi uraian maksudnya gini tetep ada pilihannya tapi mereka mengerjakan harus ada caranya ditulis disebelahnya itu sistem yang pertama kadang untuk sistem yang kedua adalah saya menerapkannya jawabannya itu sudah saya tulis kemudian anak-anak saya tuntut menuju ke angka 5 itu melalui jalan mana. Saya menekankan prosesnya karena saya memang tidak suka dengan pilihan ganda karena anak kita menjadi tidak bisa, tidak bisanya tuh begini bukannya saya guru yang tidak mempercayai anak itu bukan tetapi mereka tetap kerja sama bagaimana mereka kerja sama, lah orang sudah saya tulis yang uraikan seperti itu saja kadang urainnya itu berbeda tetapi akhirnya nantinya sama dan hasil

akhirnya tidak nyambung dengan jalannya tadi gitu jadi saya memang menuntut itu jadi saya memang mengutamakan proses. Dan untuk wali kelasnya sendiri menurut saya wali kelasnya itu memang komunikasinya cukup bagus ya menurut saya, karena kan sekarang guru sudah ada media sosial jadi kita buat grup dari situ kita sharing-sharing sayapun tau kalau anak-anak ngoceh digrup itu seperti apa jadi kita ambil sisi positifnya walaupun dan saya kan selalu mengikuti anak-anak itu pindah grup pindah grup dari grup ini ke grup ini gurunya juga harus ngikut bagaimana jagan sampai kalau guru itu sebagai adminnya karena kalau yang guru adminnya nantikan dia pasti kita masuk dan gak kan dari kita tetapi kalau yang adminnya itu siswa kan otomatis kita ditarik bukan kita yang menarik mereka kalau saya gitu prinsipnya.



## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

Hari/Tanggal : Senin, 07 Maret 2016

Pukul : 09.00-11.00 WIB

Tempat : SMA Muhammadiyah 2 Yogyakarta

Responden : Guru Kelas XI

Nama : Mukhlis, S.Ag

Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran

1. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Ya segi pembelajarannya kita kan semua sudah di suruh buat perangkat,perangkat-perangkat itu kita juga disuruh dicek kalau salah suruh ulangi kaya skripsi itu kemudian ada jadwal tiap-tiap guru itu nanti yang ngawasi dikelas juga ada, seperti saya pak kepala langsung jadi pas saya ngajar dimonitor oleh kepala kemudian nanti dikasih masukan-masukan setelah itu setiap semester itu perangkat absensi, daftar nilai, bukti fisik ulangan itu nanti di kumpulkan ke kurikulum, semua guru kelas X, XI, XII untuk menjamin mutunya mungkin dalam pelaksanaan juga ruang kepala kanada monitor ya, sekiranya belajar dikelas tidak kondusif itu pak kepala bisa ngecek kekelas, semua kelas termonitor diruang kepala semua. Insyaallah untuk silabus dan

RPP semua lengkap karena kurikulum siap, bahkan kesini untuk memotivasi ya kewajiban guru membuat kerangka itupun disini yang membuat kerangka itu masih di beri fee itu sebenarnya tanggung jawab guru tapi kita sebagai penghargaan juga di beri fee setiap satu perangkat itu.

2. Peneliti : Bagaimana peran Bapak/Ibu sebagai guru kelas XI dalam meningkatkan penjaminan mutu pembelajaran kelas XI?

Guru : Saya berusaha semaksimal mungkin untuk sesuai jadwal apa yang saya tulis di RPP seperti itu, pada prinsipnya penjaminan mutu itu kan kita ada ISO ya jadi kita dikasih rumusan apa yang kita tulis kita kerjakan apa yang kita kerjakan kita tulis. Saya sendiri setiap masuk ada laporan harian nanti saya masuk pelajaran ini, yang saya sampaikan ini saya ada seperti itu karena memang untuk peringkasan sertifikasi itu mengumpulkan itu bukti-bukti bahwa masuk dikelas materinya apa gitu walaupun untuk ideal seperti yang tertulis di RPP kadang tidak 100%, yang di RPP berlaku ideal untuk semua kelas tapi penerapan tiap-tiap kelas itu berbeda tergantung kita menyikapi anak ada anak dikelas tertentu yang kita instruksi jalan, ada kelas-kelas yang lain kita harus memberi contoh dan sebagainya. Itupun pendekatan tiap kelas berbeda ada anak yang senengnya serius ada yang sambil bercanda ada anak yang mayoritas disitu objek visual sehingga kita menyiapkan bantuan tayangan video apa gitu ada juga kelas yang tidak pakai

video tapi pakai koran linguistikan jadi memang berusaha untuk seperti yang tertulis di RPP tapi dalam pelaksanaannya kadang tidak 100% sama.

3. Peneliti : Bisakah Bapak/Ibu jelaskan hal-hal yang mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
- Guru : Kalau di kita fasilitas jelas mendukung hanya untuk audio visual kita lengkap tapi memang tidak disemua kelas di audio visual kita kadang-kadang di materi tertentu permainan walaupun ya permainan kecil. Menurut saya ada kelas yang anak-anaknya suka ngomong saya suka suruh cerita misalnya akhlak ya hari ini sudah berbuat baik apa, hal-hal kecil yang ternyata tadi sebelum berangkat ada yang bantu menyebrangkan orang saat sosiasi kadang tidak mesti kita ceramahkan semua materi itu.
4. Peneliti : Lalu hal-hal apa yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
- Guru : Yang menghambat itu HP ya mbak, ini karena aturan kita boleh bawa dikelas tapi tidak semua anak dimatikan dan pakai tetapi kadang juga saya memang suruh buka suruh browsing sendiri tapi ya itu kalau kita tidak mengawasi ada anak yang tidak di materi kita ada hal-hal lain jadi alat seperti ini bisa menjadi fasilitas bisa menjadi penghambat juga. Lalu selain itu yang menghambat yang

di kelas XI itu kadang gini kelas yang saya ajar kebetulan mayoritas dari SMP Muhammadiyah kadang materi itu timpang tindih di SMP sudah sehingga mereka merasa sudah tahu atau kadang ada materi yang terulang banyak yang sama anak-anak kadang cuek.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran, seberapa besar keterlibatan peserta didik, wali murid kelas XI dan wali kelas XI dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Untuk peserta didik sendiri besar sekali karena apa di kurikulum 2013 jadi anak itu aktif jadi kalau anak tidak aktif ya tidak jalan. Oleh karena itu dalam diskusi di awal saya sampaikan proses diskusi saya nilai sehingga anak-anak aktif karena di kurikulum 2013 ini kan penilaian per personal jadi mana dia yang merespon dan mana dia yang bertanya sehingga kalau di awal kita tidak ingatkan proses di nilai yang aktif itu itu saja. Lalu kalau komunikasi dengan wali itu biasanya kita tidak hanya ada masalah, secara umum kita ada pertemuan wali murid yang diprakasai oleh sekolah ya biasanya tiap tiga bulan ya pelaksanaannya terbentur, paling gak satu semester satu kali itu diluar UTS dan diluar rapotan sehingga otomatis dalam satu semester itu bisa 3x bertemu dengan wali disamping itu biasanya di wali kelas yang menjalin komunikasi yang bagus. Dan untuk

wali kelasnya sudah bagus jadi ada kerjasama yang bagus antara walikelas kan anak-anak ada wali kelas ada wali BK kerja sama yang bagus jadi saling mendukung kalau ada apa-apa nanti wali kelas bisa berkomunikasi dengan wali kelas baik wali BK nya.

## TRANSKRIP WAWANCARA YANG TELAH DIREDUKSI

- Hari/Tanggal : Senin, 07 Maret 2016
- Pukul : 09.00-11.00 WIB
- Tempat : SMA Muhammadiyah 2 Yogyakarta
- Responden : Guru Kelas XI
- Nama : Retno Sumirat, S.Pd.
- Tema : Evaluasi Kegiatan Penjaminan Mutu Pembelajaran
- 
1. Peneliti : Bagaimanakah keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
- Guru : Semua yang namanya penjaminan mutunya ada sasaran mutunya ya semua berusaha melaksanakan untuk mengejar target sasaran mutu yang sudah ditentukan dan bisa dibilang kalau mata pelajaran saya ya sesuai yang ditargetkan mencapai ketuntasan kalau dimata pelajaran saya antara 70-80% jadi untuk sasaran mutunya kan 75% secara rata-rata sudah mencapai namun di kelas-kelas tertentu yang maaf notabene istimewa ya belum tapi 75% rata-rata bisa. Cara mengajarnya kalau saya selalu menekankan kepada anak ibu lebih menghargai proses daripada hasil akhir mereka itu melakukan proses yang kami minta dengan maaf mengulang-mengulang mengulang ya walaupun hasilnya

belum maksimal saya buat maksimal saya ada ketika di 27 kelas harus menempatkan 27 karakter target sasaran yang saya.

2. Peneliti : Bagaimana peran Bapak/Ibu sebagai guru kelas XI dalam meningkatkan penjaminan mutu pembelajaran kelas XI?

Guru : Yang saya lakukan jelas saya melakukan pembelajaran tidak hanya di kelas mungkin cenderung membosankan media yang saya gunakan ya saya usahakan variatif saya beri murid sendiri, misalkan pantun kita tahu sendiri ya kita ajarkan pantun itu asalkan mereka tau karakteristiknya. Bagaimana kita memberi rangsang atau stimulus kepada mereka itu kita buat cerita toh memang ada salah satu kompetensi dasar yang namanya abstraksi memang kan abstraksi itu kan mengubah bentuk ya dari pantun saya ingin mereka itu menciptakan sebuah cerita pantunnya itu pantun yang saya berikan kemudian mereka menciptakan sebagai pantun berkaki kakian dan lain-lain lalu saya kemas menjadi sebuah drama jadi drama yang mereka lakukan nanti dikemas menjadi sebuah pantun namun juga ada kompetensi dasar membandingkan pantun dengan teknik yang lain nah otomatis saya lahirkan teks karina, burindam, syair nah didalam dramanya itu akhirnya mereka berlomba-lomba menciptakan sekian banyak itu, jadi itu pembelajaran yang variatif. Kemudian mengolah film juga kalau sebentar kita apa istilahnya menonton filmnya kemudian mereka ini kan juga mengalami kebosanan ya kita

pakai nonton bareng itu cara yang dilakukan biar tidak membosankan. Untuk silabus dan RPP ya saya menyesuaikan ketika di Permendikbud di 2A ooh disitu tujuan dimasukkan padahal kan tujuan memang sedikit mengulang indikator hanya ditambah siswa dapat apa, nah sekarang yang 104 permennya kan berubah itu menghilangkan tujuan oke, jadi saya mengikuti aturan yang berkembang gitu. Dan untuk RPP itu kalau langkahnya hampir sesuai karena saya benar-benar menyesuaikan tapi kalau jamnya tidak sesuai karena kita punya idealisme begini ternyata dilapangannya tidak seperti itu jadi kadang saya loncat gitu mbak. Dalam arti gini mbak tadi kan tanya apakah saya melaksanakan RPP yang sesuai terencanakan ya kalau sudah dikelas ya jelas tidak ya menyesuaikan tapi kalau langkah-langkah yang saya tempuh saya berusaha menyesuaikan dengan RPP yang saya buat hanya nanti yang tidak sesuai waktunya tapi kalau materi yang saya siapkan metode yang saya gunakan itu masih sesuai. Kalau iya 24 jam, 1 kelasnya nanti mendapat 4jam pelajaran dalam menerapkan RPP yang dibuat itu.

3. Peneliti : Bisakah Bapak/Ibu jelaskan hal-hal yang mendukung keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?
- Guru : Yang mendukung jelas yang pertama kerja sama siswa yang baik,



kalau siswa kita kooperatif otomatis sasaran mutu yang kita targetkan akan tercapai tapi kalau siswanya itu kurang aktif ya itu membuat gurunya itu merasa ini pelajarannya dingin gak sih sama mereka gitu. Jadi ya apa yang saya pikir jelas daya dukung utamanya media yang digunakan guru, ketika guru itu mampu menggunakan media yang menarik siswa itu akan lebih inovatif. Ya terakhir kemarin yang saya praktekan ajar eksplanasi sasaran utamanya kan siswa dapat menjelaskan suatu peristiwa dengan runtut gimana sebuah eksplanasi kompleks itu bisa menjadi sederhana bagi saya ternyata saya menggunakan media gambar itu jauh lebih mudah memancing mereka berbicara.

4. Peneliti : Lalu hal-hal apa yang menghambat keterlaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Kalau dari gurunya ya mungkin ada satu materi yang mungkin Menurut saya kurang luas wawasannya. Itu jelas menghambat seolah pembelajarannya monoton statis ya, kemudian dari muridnya motivasi disini kan tau sendiri, sebagian ya sebagian.

5. Peneliti : Dalam proses penjaminan mutu pembelajaran kelas XI, seberapa besar keterlibatan peserta didik, wali murid kelas XI dan wali kelas XI dalam pelaksanaan penjaminan mutu pembelajaran kelas XI di SMA Muhammadiyah 2 Yogyakarta?

Guru : Untuk peserta didik kalau saya bisa dibilang tidak 50:50 tapi saya

butuh siswa yang banyak kalau bisa saya sebagai fasilitator jadi 60% siswa yang harus berusaha silahkan kalian dengan buku teks yang ada kemudian sekarang dengan kemudahan internet itu kalian harus berupaya. Nah nanti ketika dipresentasikan itu saya memfasilitasi ada kekeliruan tidak disini saya berusaha jangan satu presentasi ini saya komentar tidak saya berusaha semua dulu baru nanti disitulah letak saya akan menggabungkan. Oh kelompok sana kelompok sana harusnya melengkapi nah yang belum luruslah yang saya luruskan jadi jatah saya hanya 40% untuk memfasilitator. Lalu untuk wali murid beda ya mbak antara SMA sama SD, kalau SD care banget tapi kalau SMA tidak kalau menurut saya, kurang terlibat begitu. Sedangkan kalau wali kelas berhubungan dengan wali murid iya tapi kalau guru dengan wali murid kelihatanya enggak, kalau guru dengan wali kelas iya bisa dibilang ngerumpi anak-anak jadi ya kaya gitu cenderung pada kita maunya sharing kadang dianggap menilai kekurangan orang ya monggo kita selalu melaporkan perkembangan wali didik yang di khawatirkan sehingga wali kelas bisa mendampingi mereka membimbing mereka.

## **Appendix 2**

### **Documentation**



## **Appendix 3**

### **Observation Permission Letter**



PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA  
MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
**SMA MUHAMMADIYAH 2 YOGYAKARTA**

Terakreditasi A Tahun 2013

Alamat: Jalan Kapas 7, Semaki, Umbulharjo, Yogyakarta 55166

Telepon (0274)540937, Faksimile (0274)562545, Home Page [www.smuha-yog.sch.id](http://www.smuha-yog.sch.id), email [info@smuha-yog.sch.id](mailto:info@smuha-yog.sch.id)



**SURAT KETERANGAN**

Nomor : 444/KET/III.4.AU.302/F/IV/2016

Kepala SMA Muhammadiyah 2 Yogyakarta di Jalan Kapas no. 7, Kelurahan Semaki, Kecamatan Umbulharjo, Kota Yogyakarta, Propinsi Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama	: DESI ARAFATUN NA'MAH
No. Induk Mahasiswa	: 12818244020
Fakultas	: Ekonomi
Program Studi	: Pendidikan Akuntansi
Perguruan Tinggi	: Universitas Negeri Yogyakarta

Mahasiswa tersebut diatas kami terima dan telah melakukan penelitian di SMA Muhammadiyah 2 Yogyakarta dalam rangka menyusun skripsi pada 25 Februari – 18 Maret 2015 dengan judul penelitian ***"EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2 YOGYAKARTA"***.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.



16 April 2016

Ketua Sekolah,

Hamet Purwo

NIP. 00125





## MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA

Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151  
e-mail: dikdasmenpdm\_yk@yahoo.com

### IZIN PENELITIAN/SKRIPSI/OBSERVASI

No. : 97/REK/III.4/F/2016

Setelah membaca surat dari : **Fakultas Ekonomi Universitas Negeri Yogyakarta.**

No. : 289/UN34.18/LT/2016 Tgl. : 11 Februari 2016

Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Kamis** tanggal **06 Jumadil Akhir 1437 H**, bertepatan tanggal **15 Februari 2016** yang salah satu agenda sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **DESI ARAFATUN NA'MAH**

NIM. **12818244020**

Pekerjaan : Mahasiswa pada prodi Pendidikan Akuntansi **Universitas Negeri Yogyakarta**  
alamat **Jl. Colombo Nomor 1 Yogyakarta**

Pembimbing : **Abdullah Taman, M.Si.Ak**

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi :

Judul : **EVALUASI IMPLEMENTASI KEGIATAN PENJAMINAN MUTU PEMBELAJARAN KELAS XI DI SMA MUHAMMADIYAH 2 YOGYAKARTA.**

Lokasi : **SMA Muhammadiyah 2 Yogyakarta**

dengan ketentuan sebagai berikut:

1. Menyerahkan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
3. Wajib memberi laporan hasil penelitian/praktek kerja/observasi dalam bentuk CD kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

**MASA BERLAKU 5 (LIMA) BULAN :**

**16-02-2016 sampai dengan 16-07-2016**

Tanda tangan Pemegang Izin,

**Desi Arafatun Na'mah**

Yogyakarta, 16 Februari 2016

Ketua,

**Drs. H. Aris Thobirin, M.Si**  
NBM. 670.219

Sekretaris,

**Drs. H. Ibnu Marwanta**  
NBM. 551.522

Tembusan:

1. PDM Kota Yogyakarta.
2. Wk.Dekan I FE UNY
3. Kepala SMA Muh. 2 Yk.

